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ABSTRACT

This guide was written to provide a practical tool for school, community, family, business, and industry groups to use in planning, developing, and managing service networks to the meet the health, social, and educational needs of children at risk of school failure. This guide contains program models, elements of successful programs, and illustrations of steps to effective planning and program design. It includes sections on programs addressing alcohol and other drug abuse; remedial needs; family problems; needs of physically and intellectually handicapped children; needs of preschool children; school-age parents; suicide prevention; truancy prevention; vocational education; and general programs for children at risk. The appendices contain the children at risk statute, administrative rules, program requirements, and reporting and enrollment forms and procedures. They also include samples of data from the Wisconsin Department of Public Instruction's survey of school districts to identify promising practices for helping children at risk in their social, personal, and educational development. This guide identifies linkages among various human services providers which have been found to effectively serve the needs of children at risk. It also suggests procedures to be used in attracting provider commitment to a community-wide service network. It is recommended that users of this guide select program models and activities best suited to the children at risk in their own community. (ABL)

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A RESOURCE AND PLANNING GUIDE

Wisconsin Department of Public Instruction
Herbert J. Grover, State Superintendent

CG

Children At Risk:

A Resource and Planning Guide

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Foreword

The Wisconsin Children At Risk initiative represents a unique effort to stem the tragic loss in the development of our state's human resources as reflected in the approximately 10,000 high school pupils who drop out of school annually. Our approach is based on the fact that children who graduate from high school are better equipped to manage their career and life options. School dropouts and the undereducated continue to cost us dearly in social welfare and criminal justice dollars as well as in unfulfilled dreams of those who drop out.

Through the Children At Risk program and the new legislation (ss.118.153 and 121.01(1)(n), Wis. Stats.), the Wisconsin Department of Public Instruction is committed to assist school boards and communities in the design, planning, and implementation of preschool through twelfth grade dropout prevention programs. This resource and planning guide is designed to serve as a road map for school, family, community, business, and industry programming to meet the needs of children at risk through a concentrated effort to reduce our state's dropout rate.

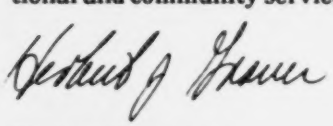
Wisconsin has received national attention for its Children At Risk initiative. Our state's new Children At Risk law is benchmark legislation addressing causes and solutions to school attendance and dropout problems. It is a tribute to the people of Wisconsin for their endorsement of efforts to address critical health, social, and educational factors which place some children at risk of failure in school and life.

Dropout prevention efforts must consider as well the nonschool causes of children's problems. These include family stress; drug/alcohol abuse (personal or family); physical, sexual, or emotional abuse; and economic, ethnic, or cultural disadvantage. These circumstances often seriously interfere with children's ability to participate in and profit from school programs.

These circumstances are not only an urban problem. Economic, social, and health crises in urban and rural Wisconsin alike are mirrored in numerous problems affecting children's school attendance and achievement.

Solutions to the dropout problem require that school districts, families, communities, businesses, and industry work together to remove or alleviate children's problems which interfere with their school attendance and achievement. This guide is your key to planning high quality programs to serve children at risk in your schools and communities. DPI programs and staff are available to assist you.

We are committed to help our children attend and achieve in school. Through the Wisconsin Children At Risk initiative we have taken a critical step to improve educational and community services for our children at risk.



Herbert J. Grover
State Superintendent
Madison, Wisconsin
June 1986

Acknowledgments

This program planning and resource guide about Wisconsin's Children At Risk initiative is the result of extensive collaborative efforts by Department of Public Instruction staff, the Governor's office, the Wisconsin Legislature, Department of Health and Social Services staff, Cooperative Educational Service Agencies, and Wisconsin educators dedicated to serving our state's most valuable future resources — our children.

The department's Intra-Agency Committee on Children At Risk programs provided invaluable assistance in the conceptualization related to planning for children at risk programs and facilitated agency activities around this initiative. The contribution of the committee members is especially appreciated:

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Special appreciation is extended to the many, many Wisconsin educators who participated in local and regional workshops designed to shape and implement the children at risk initiative and who nominated promising programs and practices presented in the guide. The substantial contributions of two other persons merit special mention. Mark Fredisdorf, Project Assistant and Survey Research Specialist, assisted in the statewide survey of children at risk programming. Mary Pat Conroy, Prevention Specialist, Department of Health and Social Services, Division of Community Services, collected the information on state, regional, and county community services providers.

Department of Public Instruction staff who also made special contributions to the publication of this guide include: Mary Jo Cleaver, Administrative Rules Coordinator; Sandra Bentheimer Lewis, Debra A. Sims, Text Editors; Vicky Weiss, Kathy Addie, Patti Fortner, and Eileen Kohls of the Word Processing Center; James Bennett, Forms Management Coordinator; Diane Tuel, Program Assistant, Bureau for Pupil Services; Victoria Rettenmund, Graphic Designer; Neldine Nichols, Photographer, and Larry W. Post, Jr., Copy Center Supervisor.

Introduction

In dealing with children at risk, it is imperative to know who these children are. By definition, "children at risk" are dropouts and other students (K-12) whose school achievement, progress toward graduation, or preparation for employment are in serious jeopardy.

These children are usually one or more years behind their age/grade level in basic reading or mathematic skills. Older (grades 9-12) students are typically three or more credits behind their age/grade level in credits for graduation.

Children at risk may also be chronic truants, school-age parents, or adjudicated delinquents. In addition, alcohol or drug abuse; family trauma; and physical, sexual, or emotional abuse may be present. Children at risk may also be ethnically, economically, or culturally disadvantaged.

Children At Risk: A Resource and Planning Guide is a practical tool for school, community, family, business, and industry groups. With it they can plan, develop, and manage service networks to meet the health, social, and educational needs of children at risk of school failure.

The primary purpose of this guide is to assist school boards in implementing Wisconsin's new Children At Risk legislation (s.118.153, Wis. Stats.). This guide contains program models, elements of successful programs, and illustrations of steps to effective planning and program design. The appendixes contain the statute, administrative rules, program requirements, and reporting forms and procedures. They also include samples of the information from the Wisconsin Department of Public Instruction's survey of school districts to identify promising practices for helping children at risk in their social, personal, and educational development.

This guide identifies linkages among various human services providers which have been found to effectively serve the needs of children at risk. It also suggests procedures to be used in attracting provider commitment to a communitywide service network. Since each of Wisconsin's 432 school districts and its respective community is unique, it is important that users of this guide select program models and activities best suited to the children at risk in their own community.

Children At Risk In Wisconsin 1

Need for Children At Risk Programs

School success, as illustrated by high school graduation, continues to be the single most important "rite of passage" to personal, career, and life opportunities.

The need to help children at risk of school and life failure is indisputable. Statistics on both the positive and negative sides of the ledger unanimously attest to this. Earning power, economic stability, personal independence, self-satisfaction, and social influence are greatly enhanced by school success.

On the other hand, major societal problems are highlighted by lack of school success. The following facts demonstrate this.

- Approximately 75 percent of the people in Wisconsin prisons are high school dropouts.
- In a 1982 Michigan survey, over 80 percent of females and 93 percent of males receiving Aid to Families with Dependent Children (AFDC) failed to complete high school.
- The economic implications of school dropouts are astronomical. For every dollar it would cost to keep a child in school through graduation, society pays more than six dollars for maintenance of undereducated adults.
- Lack of school success continues to be a major factor inhibiting economic opportunity among minority groups.
- The unemployment rate of high school dropouts is four times higher than for graduates.
- Over a lifetime, each dropout earns approximately $200,000 less than a high school graduate.
- The National Institute for Drug Abuse estimates 80 percent of high school dropouts have drug-related problems.
- According to data released by the U.S. Army Recruiting Command, the failure rate of dropouts in fulfilling their military obligations is twice as high as for graduates. As a result, armed forces recruiters are reluctant to consider dropouts for military service.

If Wisconsin school districts are to achieve greater educational excellence, they must go beyond upgrading academic standards, providing better teacher salaries, and enriching their curriculums through educational technology. They must improve their capability to instruct children who are traditionally more difficult to instruct, who may demonstrate little or no interest in achieving in school, who are truant, and who too commonly leave school prior to graduation. These are the children at risk. School districts hoping to provide programs to better meet the needs of such children must assist them in coping with negative factors affecting their school attendance and achievement.

Although Wisconsin ranks among the top 10 states in the nation for percentage of high school graduates, more than 10,000 pupils annually drop out of our public schools. At the current dropout rate, one in seven of Wisconsin's ninth graders will not graduate four years later. In

1985-86 approximately 60 Wisconsin school districts had dropout rates exceeding the state average of 3.65 percent.

Unless government, education, human services, business, and industry groups begin to cooperatively address the school dropout problem, the state's economic and social climate will suffer. Promoting positive attitudes toward the value of a high school diploma and building school/community resource networks to meet the needs of children at risk will contribute to community pride as well as to our state's social and economic stability.

What Puts Children At Risk

"Children at risk" is a widely used term to describe children victimized by a variety of health, social, educational, and economic factors. It is children's inability to cope with these stressors that affects their school attendance and performance.

A number of stress-inducing factors affect Wisconsin youth. Accounts of juvenile crime, teenage suicide, and youth gang behavior abound. Throughout the state many families qualify for AFDC, food stamps, Medicaid, and other public assistance. About 2,000 interstate migrant children come from school systems in 27 other states and enroll in Wisconsin schools annually. Reports of child sexual abuse in Wisconsin increased by 84 percent from 1983 to 1984. Teenage alcohol and drug abuse, physical abuse and neglect, and teenage pregnancy and parenthood are unquestionably widespread.

Many of the children who are affected by these problems, whether as perpetrators or victims, attend public schools. In schools, they are expected to be attentive, to complete assignments, to learn in a classroom setting, to earn the credits needed to graduate from high school, and, eventually, to enter the world of work as well prepared as their less troubled peers. Some succeed in meeting these expectations; all too many others do not.

The Wisconsin Department of Public Instruction (DPI) selected findings from three studies to illustrate root causes of school failure and dropping out.

In a 1985 study, *The Human Factor: A Key to Excellence in Education*, published by the National Association of School Social Workers, the following barriers to school excellence were identified.

Family:
- child abuse and neglect
- divorce/separation
- parental apathy
- family crisis
- poverty

School:
- lack of positive, cooperative relationships between and among students, staff, parents, and administrators
- inadequate discipline policies and/or procedures
- lack of alternative schools/programs to meet needs of "at risk" groups
- lack of collaborative teamwork among school and community professionals

Personal:
- low self-image
- problems with parents and/or other family members
- truancy/absenteeism
- disruptive behavior

Community:
- lack of community support services
- lack of links between school and community services
- lack of preventive mental health programs, such as those which address drug, alcohol, or family problems

The National Business Advisory Commission of the Education Commission of the States issued a 1985 report, *Reconnecting Youth*, that identified three categories of youth at risk.

The Alienated. These youth are disinterested in or dissatisfied with the values represented by school and work. Most come from the middle classes and can be found in both urban and rural settings.

The Disadvantaged and Alienated. These youth exhibit all of the symptoms of alienation but have, in addition, the problems associated with being economically disadvantaged. Most lack basic social/academic skills, family support, useful networks, and self-esteem.

The Disadvantaged. These youth have family support and motivation to succeed but suffer from various effects of economic deprivation and racial discrimination.

The commission's research further disclosed conservative estimates of the numbers of youth in America between the ages of 16-19 years to be at risk—1,250,000 white, 750,000 black, and 375,000 Hispanic. The commission report concluded, "Addressing this issue, then, is not a matter of social responsibility alone. It is an urgent task central to the country's further economic development."

Research by DPI staff in 1985 identified a number of factors that place children at risk. These include:

- chronic school truancy
- lag of one or more years in age or grade level in basic skills/academic achievement
- disruptive school behavior
- physical and/or sexual abuse/neglect
- low parental expectations for success
- parents who place little value on education
- family trauma such as divorce, separation, death, or unemployment
- cultural diversity (language, customs, or educational expectations)
- ethnic, economic, or cultural disadvantage
- school-age parenting as a mother or father
- adjudicated delinquent
- a family history of school dropouts
- school suspensions
- personal and/or family drug/alcohol abuse

It is apparent from these studies that there are diverse causes that place children at risk; therefore, the schools cannot solve the problem alone. True solutions are more likely to emerge from cooperative efforts among human services providers in the school, community, family, business, and industry.

Profiles of Success

Since diverse causes place children at risk, solutions need to reflect cooperative interventions among school, community, family, business, and industry providers. Collaboration at the policy-making level is critical.

Elements of successful programs discovered by DPI 1985-86 research and visits to model programs in Wisconsin and other states follow.

University of Wisconsin Center for Educational Research. Wisconsin-based research on the school dropout problem by Wehlage, 1982; and Wehlage and Rutter, 1984, suggests the following solutions:

- improved curriculum and school climate
- experienced-based education
- school/community partnerships
- school-directed alternative educational programs
- staff development to better teach the at-risk child
- quality integrated pupil services

National Association of School Social Workers. In 1985, *The Human Factor: A Key to Excellence in Education* proposed the following solutions to school dropout problems.

- Help students, families, and communities identify and cope with problems which interfere with learning.
- Strengthen collaboration between the school and community.
- Strengthen pupil services.
- Increase parent involvement.
- Emphasize early intervention and prevention.
- Expand use of the school building.
- Teach students, staff members, and parents about family life and problems.
- Help students learn to make the connection between school and the rest of their lives.
- Encourage the use of volunteers such as parents, senior citizens, and college students to foster the mission of the schools.
- Develop programs to facilitate children's "transitions" from home, school, grade levels, and beyond.
- Use the media to demonstrate the merits of school/community collaboration.

Business Advisory Commission of the Education Commission of the States. A 1985 study, cited earlier, issued a list of challenges to schools, communities, and especially business groups. Reconnecting America's at risk youth to society will require a collaborative effort. All network members must work together to:

- get the facts out to the public
- organize new coalitions
- coordinate programs, agencies, youth clubs, and service organizations
- enter into partnerships that smooth the school-to-work transitions

- develop community and state service opportunities which connect young people from all walks of life to one another
- above all, *take risks*
- acknowledge that early childhood education helps children at risk
- understand that quality after-school care is important for a rapidly growing number of children from all economic strata
- provide alternatives for high school dropouts
- create mentor programs that link students to the world of work
- provide incentives for employees to work with schools and programs assisting at-risk youth
- develop transportation options linking people to jobs
- provide opportunities for employees to work with schools
- reinforce schools that demonstrate sound management, clear goals, and positive results

MDC, Inc. This private, nonprofit organization, concerned with employment policy and programs, published a 1985 study, sponsored by the Charles Stewart Mott Foundation. The following recommendations emerged from that study, *Who's Looking Out for At Risk Youth?* According to the study, children at risk need:

- early identification and remediation efforts.
- career exploration and vocational education opportunities.
- dropout prevention and reclamation programs.
- transitional programs from school to work which provide training for further education.

Study Commission on the Quality of Education in the Metropolitan Milwaukee Public Schools. In February 1985, the commission appointed by Wisconsin Governor Anthony S. Earl and Herbert J. Grover, state superintendent of public instruction, issued the following recommendations regarding the needs of children at risk in the Milwaukee metropolitan area school districts:

- early prevention and intervention programs
- local school improvement plans
- direct parent involvement in techniques to improve teacher–parent contact
- an "office of parents" in the school district
- designation of elementary schools with at-risk populations for pilot projects to promote intensive parent involvement
- systematic monitoring of student mobility and progress
- parent education programs
- student access to schools of their choice
- staff development to better serve children at risk
- school/community/business partnerships

Community/School Comprehensive Dropout Prevention Program. This nationally recognized program has enabled the Richmond, VA, community to reduce its school dropout rate by about 1 percent per year over the last five years. It reflects the following:

- a school/community/business policy-making dropout prevention council
- systematically planned goals and objectives
- parent education workshops
- reward systems and acknowledgment for school attendance
- shared school/community/business responsibility for school attendance
- extensive public relations campaigns
- involvement of community volunteers—senior citizens, churches, youth groups—as partners in the school attendance effort
- a dropout prevention team in each school
- a communitywide student attendance monitoring system
- awards days for parents and children for perfect school attendance
- attendance campaigns involving national celebrities
- a system for students to make up lessons lost through nonattendance
- alternative programs to suit student learning styles
- return-to-school workshops for dropouts and their parents
- communitywide "Truancy Centers" to get truants back into class
- law enforcement help to pick up students during school hours and bring them to truancy centers

"Communities in Schools" projects in Washington, DC, and Houston, TX, reflect creative education/business partnerships to effectively serve the needs of children at risk in metropolitan communities. Corporate groups have adopted and worked with schools to provide:

- jobs for unemployed parents.
- jobs and employability skills training for youth.

- paid summer job experience for teachers to learn current employability needs.
- public relations campaign to inform the community of success stories.
- realistic, credit-generating college experiences for high school youth.

Summary

The Children At Risk programs and resources highlighted here have recurring themes. They underscore that:

- schools cannot do the job alone.
- dropouts are made not born.
- preschool early intervention programs help children get a sound start in formal education.
- simple and low cost activities can be as effective as more elaborate and complicated programs.
- public relations efforts are essential to building cooperative solutions.
- systematically managed school/community networks best serve the varied needs of children at risk.
- parent education about the importance of school attendance and achievement increases family support for children at risk.
- comprehensive and integrated pupil services are critical to serving the needs of both urban and rural children.
- most communities, rural and urban, have more resources than they realize.
- business and industry leaders at local, state, and national levels care about children at risk and are eager to help when asked.

Local school and community groups need to recognize and link potential providers to children at risk and their families.

The annotated bibliography of programs and activities in Sections 2-11 of this guide provides information about numerous program formats and activities that serve children at risk.

Wisconsin Children At Risk Survey

In October 1985, State Superintendent Herbert J. Grover requested a statewide study to determine the status of Children At Risk programming in Wisconsin schools. Survey research procedures were designed by DPI staff in cooperation with the University of Wisconsin Survey Research Laboratory, Center for Educational Research, and Department of Educational Administration.

For purposes of the survey, researchers used a more comprehensive definition of children at risk than was written in the Children At Risk Statute. This was done to raise awareness about the many children (preschool-12) who do not fit the statutory definition but are potentially at risk for other reasons. For this survey, children at risk were defined as dropouts and other pupils (K-12) whose school achievement, progress toward graduation, or preparation for employment were in serious jeopardy due to one or more of the factors outlined in the three studies cited previously.

The survey and corresponding instructions (see Appendix F) were designed to serve as *instructional, needs assessment,* and *data gathering* tools.

The instructional component alerted school officials to the Wisconsin Children At Risk initiative and provided a menu of program and policy issues affecting school/community Children At Risk programming.

The needs assessment component permitted school district staff to examine Children At Risk program availability and level of functioning. It also alerted staff to the fact that success in serving children at risk is not solely the school's responsibility.

The data-gathering component permitted the researchers to gain accurate baseline information on the status of Children At Risk programming in Wisconsin schools and communities. The survey also enabled school districts to describe and submit their successful Children At Risk programs. These programs, published in the second section of this guide, provide an opportunity for school districts and communities across the state to share promising practices.

School district response to the survey was overwhelming. Over 87 percent of Wisconsin's 432 school districts returned completed surveys.

Initial findings (see Appendix F) suggest that there are correlations between school/community programs and school dropout rates. There definitely appear to be fewer dropouts in communities where school, family, community, and business resources are organized to serve children at risk.

Survey research results will be subsequently published in a DPI monograph (Winter 1986). These results will include elaborations on relationships among dropout rates, program components, and policies designed to serve children at risk. The proposed analysis format will cluster results by school district size and geographic location. The monograph will be made available to schools and communities for ongoing Children At Risk program design and implementation.

Plan and Program Design: A Blueprint for Wisconsin

This section of the guide is designed to suggest systematic Children At Risk plan and program design procedures. A primary goal is to assist school boards, administrators, teachers, pupil services staff, parents, community members, and business/industry representatives in forming an efficient and effective resource network to meet the multiple needs of children at risk. The materials, flow charts, and resources are presented to stimulate a process which involves collaboration of those school and community providers best suited to serve the needs of children at risk. Users are encouraged to select and integrate materials appropriate to their community's specific resources and needs.

Effective dropout prevention and service to children at risk would suggest that each district/community establish a preschool through twelfth grade approach, within which the Children At Risk (s.118.153, Wis. Stats.) statutory requirements are distinguished and met.

Experience shows that early identification and appropriate intervention will prevent far greater difficulties for children at risk as they progress through school. Numerous studies suggest that an ounce of prevention is the most economical approach to serving the needs of children at risk.

What the Law Requires

The Children At Risk Statute (s.118.153, Wis. Stats.) and School Standards (s.121.02) (see Appendix B) were promulgated July 18, 1985. They emerged from children at risk legislative proposals advanced by State Superintendent Herbert J. Grover, Governor Anthony Earl, legislative leaders, and various lobbying groups concerned with the quality of education in Wisconsin and the school dropout situation.

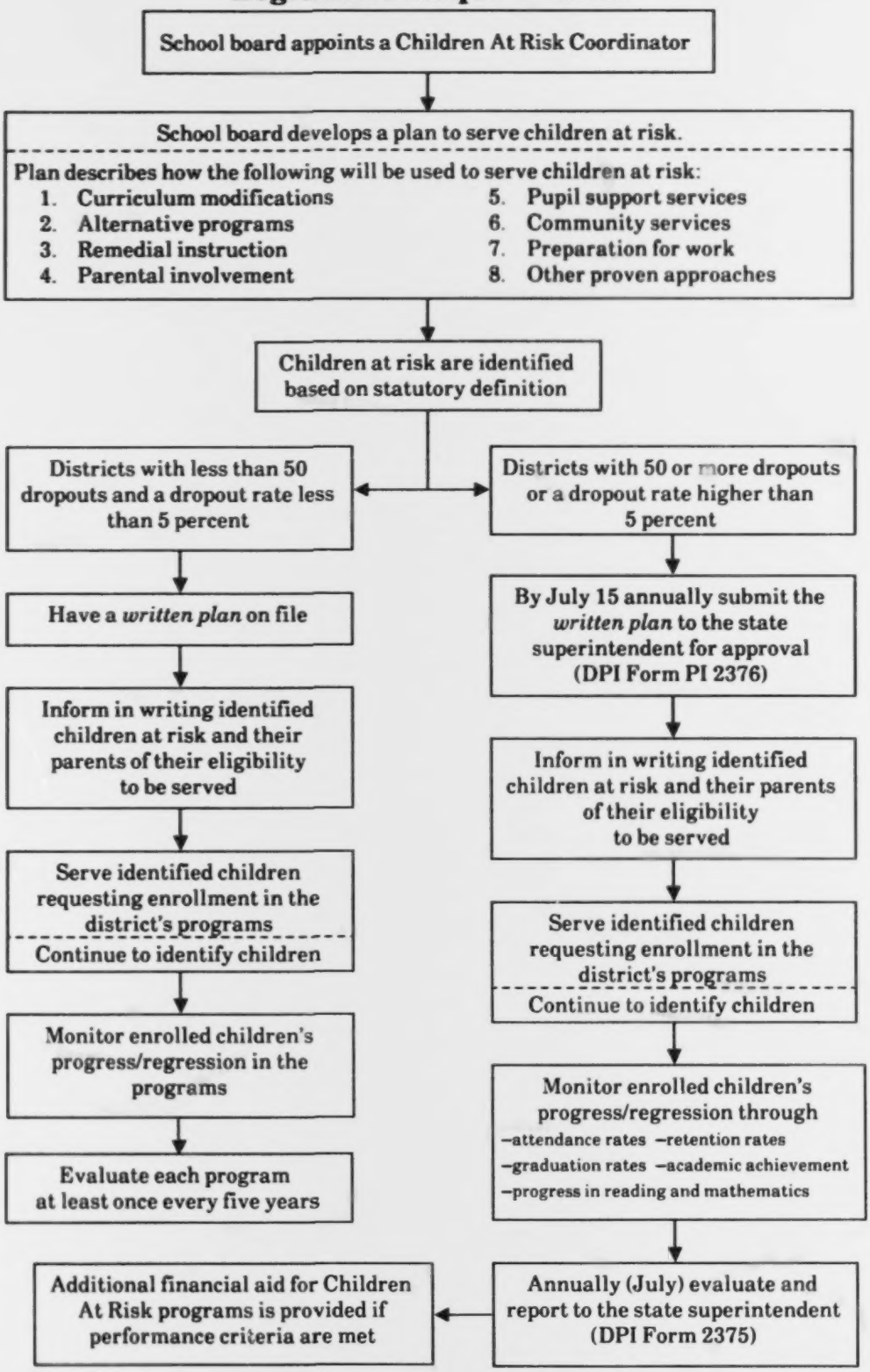
The Administrative Rules for the Children At Risk Statute (see Appendix C) govern the implementation of the statute and elaborate on the program requirements defined and intended by the statute. The rules refer to DPI forms which assist school boards in identification of children at risk; the design of the local plan; district children at risk program requirements; and required report formats to monitor and evaluate local children at risk programming.

The Statute defines "Children At Risk" and requires that each school board: identify such children; has in place a plan of programs and activities to serve their needs; and, upon request of the parent and/or child, enrolls the child in the district's program for children at risk.

The statute defines children at risk as *dropouts, truants, school-age parents, and adjudicated delinquents* who are also one or more years behind their age and/or grade level in basic skills or credits leading to graduation. Research studies show, however, that children thus defined represent only a small number of children, preschool through grade 12, whose school attendance and achievement are or may become at risk.

Users of this resource and planning guide should be careful to distinguish between those intervention requirements for compliance with the Children At Risk Statute and the more general school and community children at risk prevention programs. The Children At Risk Legislative Requirements flow chart describes what the law requires.

Children At Risk
Legislative Requirements


School board appoints a Children At Risk Coordinator
School board develops a plan to serve children at risk.
Plan describes how the following will be used to serve children at risk:
1. Curriculum modifications
2. Alternative programs
3. Remedial instruction
4. Parental involvement
5. Pupil support services
6. Community services
7. Preparation for work
8. Other proven approaches
Children at risk are identified based on statutory definition
Districts with less than 50 dropouts and a dropout rate less than 5 percent
Districts with 50 or more dropouts or a dropout rate higher than 5 percent
Have a written plan on file
By July 15 annually submit the written plan to the state superintendent for approval (DPI Form PI 2376)
Inform in writing identified children at risk and their parents of their eligibility to be served
Inform in writing identified children at risk and their parents of their eligibility to be served
Serve identified children requesting enrollment in the district's programs
Continue to identify children
Serve identified children requesting enrollment in the district's programs
Continue to identify children
Monitor enrolled children's progress/regression in the programs
Monitor enrolled children's progress/regression through
–attendance rates –retention rates
–graduation rates –academic achievement
–progress in reading and mathematics
Evaluate each program at least once every five years
Additional financial aid for Children At Risk programs is provided if performance criteria are met
Annually (July) evaluate and report to the state superintendent (DPI Form 2375)

Plan and Program Formats

The following program formats offer simple, effective techniques for organizing and managing diverse school/community resources to develop and conduct programs for children at risk.

While Children At Risk legislation does not authorize specific funds for programs, it does require each school board to identify its children at risk and develop a plan of integrated resources to serve them.

The Children At Risk statute (s.118.153, Wis. Stats.) requires that school boards serve as the primary managers of school/community programs serving children at risk. However, numerous studies show that school programs alone are ill equipped to address the numerous non-school causes which place children at risk of school and life failure. It is therefore imperative that school boards network with multiple resources (school, community, family, business, and industry) that can serve the needs of children at risk both in school and outside of school .

Building a Resource Network

The first step is to establish a school/community policy-making council to serve children at risk. This council builds a resource network and makes policy recommendations for local planning and programming. The council should be made up of a broad representation of influential school, community, business, and industry leaders with a vested interest in children's school success. Groups which should be considered include: church, business, school, service clubs, universities, colleges, vocational-technical schools, youth service groups, chambers of commerce, health and social services groups, and local news media. As a rule of thumb, production levels of councils with more than 15 members are inversely related to the number of council members.

The next step is to identify youth and family services providers who can meet the needs of children at risk in the local community. Providers should be able to offer curriculum modifications, remedial instruction, parental involvement, pupil support services, and community support services for children at risk. Potential providers might include:

- educational providers such as public and private schools, universities, colleges, UW-Extension, VTAE schools, private vocational schools, and federal/state funded local school programs
- health and social services providers such as regional and county health and social services boards; Job Training Partnership Act Service Delivery Area Councils; and law enforcement, juvenile justice, and family and youth services agencies
- employment and job opportunity groups such as Job Service, local labor groups, employment agencies, and job placement agencies
- community youth services providers such as the local chamber of commerce, service clubs, law enforcement, youth clubs, churches, senior citizen clubs, businesses, industries, and news media
- local governmental bodies such as city councils and planning committees

With a resource network in place, the council can develop short- and long-range policies and plans, both in the school and the community. These are presented to the local school board and other community governing bodies required to serve children at risk. The next steps for the Children At Risk council would be:

- begin serving children at risk through the resource network
- monitor and evaluate both school and community programs serving children at risk
- review and monitor the practical function of the resource network

Conceptualizing the Child at Risk Resource Network

The umbrella graphic and children at risk board game illustrate the network building process.

START HERE →	THE CHILDREN AT RISK LAW & ADMINISTRATIVE RULES • are they available and understood by the players?	SCHOOL BOARD APPOINTS A STAFF PERSON TO MANAGE THE DISTRICT'S CHILDREN AT RISK EFFORT • he/she has expertise, time & line administrative position • he/she has enthusiasm & public relations skills	REALITY CHECK • staff • time • money • timing	MEDIA BLITZ • let community know about the children at risk program effort	SCHOOL BOARD AUTHORIZES AND ESTABLISHES A SCHOOL/COMMUNITY CHILDREN AT RISK POLICY SHAPING COUNCIL • who cares about children at risk? • who commands needed resources? • who are community leaders?	MEDIA BLITZ • teachers, parents, kids • let community know dropping out is not an alternative

YOU AND YOUR COMMUNITY WIN!!!!
- fewer dropouts
- better attendance
- less crime
- happy providers
- improved community image

MEDIA BLITZ: SUCCESSES/ FAILURES OF THE NETWORK
- good news
- bad news
- identify school/community hero
- pupil awards

COUNCIL MONITORS CAR PROGRESS THROUGH THE NETWORK
- personnel success
- school attendance
- school achievement
- family success
- provider benefits
- community response

BOARD GAME

WINNING THE CHILDREN AT RISK SERVICE GAME

This game is for school, community, business, family, industry leaders who care to invest in the quality of life and the social, educational, and economic future of their local community. Playing the game requires players to "take risks." It is not recommended for the timid or faint of heart. If played by the rules, all participants become winners.

BONUS CARDS
- money
- parent support
- teacher recognition
- school support
- education/community grants
- community pride
- school spirit

"MISS-A-STEP" SETBACK CARDS
- confusion
- lethargy
- frustration
- community apathy
- lack of school spirit
- youth boredom

COUNCIL OWNS CAR POLICY-MAKING RESPONSIBILITIES
- school board and community leader approval of council's policy shaping role
- council set school/community short- & long-range goals for children at risk program

COUNCIL DETERMINES CHILDREN AT RISK ISSUES IN THE COMMUNITY
- assess the children at risk situation

COUNCIL DETERMINES CAUSES PLACING CHILDREN AT RISK OF SCHOOL FAILURE
- family
- economic
- health
- legal
- social
- school
- business

COUNCIL LIST ACTUAL/ POTENTIAL RESOURCES TO ADDRESS CAUSES
- home
- business
- industry
- social agencies
- youth clubs
- civic groups
- school
- churches
- senior citizens
- chamber of commerce
- service clubs
- law enforcement
- hobby clubs

MEDIA BLITZ
- everyone has a job
- our community can win
- our kids are worth the investment

STRATEGIES TO LINK RESOURCES
- have a plan
- invite rather than demand
- specify involvement
- publicize benefits to providers

INSERVICE/ INFORMATION: HERE'S HOW IT CAN WORK
- parents
- teacher/school staff
- community providers

COUNCIL AND PROVIDERS ESTABLISH THE RESOURCE NETWORK: BUILDING THE UMBRELLA
- identify children/families who have needs
- procedures to link needy with network resources
- set provider responsibilities

REALITY CHECK
- time
- staff
- money
- timely

MEDIA BLITZ
- unveil the network for public use
- compliment providers
- advertise the network
- celebrate success

School/community planners should set realistic short- and long-range goals and objectives. Experience shows it requires about three to five years for a community to build a comprehensive service network.

Attracting and Linking Resources

Once resource providers are identified, they must be convinced of their importance to the network serving children at risk. Good techniques for attracting and linking these resources would

- have goals and objectives of the local Children At Risk plan in place to be presented to potential providers.
- accurately represent the needs of children at risk.
- be as specific as possible about the projected involvement of potential providers.
- demonstrate the proposed school/community Children At Risk plan and show how it works.
- analyze potential fiscal and public relations benefits to providers for their involvement.
- request involvement from top executives and/or decision makers who have fiscal control.
- invite participation rather than demand it.
- demonstrate the potential fiscal and public relations payoffs to resource providers.
- sell community pride in service to educational success for every child in the community.
- demonstrate the cost of school dropouts to the community.
- inform potential providers that others care and are willing to offer service.
- publicize providers' willingness to be involved.

The School District Role in the Network

School districts play a major role in the operation of the resource network serving children at risk. On the one hand, the law requires that school boards coordinate school programming for children at risk. On the other hand, the law also points up the critical role of family, community, business, and industry in successfully serving children at risk through the network.

Administrators and staff will need to fit school efforts and programs into the network. Many school programs and activities may be isolated in individual schools and may be operating under different local, state, or federal program requirements. School administrators and staff can link current programming with the broader school/community service network through the procedures that follow:

- Appoint a school district Children At Risk coordinator.
- Appoint districtwide and/or building committees to identify unmet needs of children at risk and assess the current status of district programs serving such children.
- Assess the need for additional school programs serving children at risk.
- Design realistic long- and short-range implementation plans specific to the school district's role in the school/community resource network.
- Obtain school board approval of the plan.
- Present the district's plan to the school/community council shaping community Children At Risk policies.
- Implement the plan in accordance with the Children At Risk legislative requirements.
- Identify children at risk and enroll them in appropriate school district programs.
- Monitor the progress/regression of children enrolled in the district's Children At Risk programs.
- Evaluate school district programs relative to overall school and community programming efforts.
- Submit, if required, appropriate Children At Risk reporting forms to the state superintendent.

Summary

This section of the resource and planning guide has introduced the user to a brief but comprehensive perspective on the children at risk issue and feasible solutions to the needs of these children. Research regarding various health, educational, and social causes placing children at risk of school and life failure are presented.

Wisconsin's response to children at risk through a statewide legislative initiative is outlined along with corresponding plan and program design procedures. Collaborative approaches of school, community, family, business, and industry are highlighted because they most adequately address the diverse needs of children

at risk. Since each Wisconsin school and community is unique, the guide is constructed to encourage custom-designed local programming.

School board requirements under the new Wisconsin Children At Risk legislation are discussed as is the local school district's primary role in the children at risk resource network.

The remainder of the guide contains programs and resources which form the building blocks for the children at risk service network. This partial listing is offered to provide local planners with a broad menu of existing resources which can be marshaled to serve children at risk.

Local School/Community Programs, Projects, and Resources

The first section of this resource guide provides steps to use in setting up Children At Risk programs. The following pages contain information about programs and activities currently operated by school districts, communities, and agencies to serve children at risk.

Material in this section was gathered from a survey conducted by the Wisconsin Department of Public Instruction. The general listings are provided to stimulate interest in adopting or adapting programs to help children in need of special services to help them succeed in school.

School districts and communities are encouraged to speak with the contact people and use the resources listed in this annotated bibliography to build resources to serve children at risk. Developing effective communication networks among people working with children at risk is a key component in the overall effort to help these children.

Programs listed in this annotated bibliography come from the DPI survey of Wisconsin's 432 school districts. Existing programs outlined in documents from other state and national agencies are also included. In the survey, school districts were questioned about current programs that fall under the Children At Risk service umbrella. It was impossible to include every program listed by the 376 school districts that responded to the survey. A copy of the materials used to gather information appears in Appendix F.

Alcohol and Other Drug Abuse Programs and Projects 2

Birchwood School District

Student Assistance Program

Contact: Edsel Vergin, Assistant District Administrator, Birchwood School District, Birchwood, WI 54817, (715) 354-3469.

Children Served: High school students with drug- and alcohol-related problems

Description: Students are served by the Student Assistance Program (SAP) through referral by self, school staff, family, friends, or concerned others, or by administrative or disciplinary action. The SAP coordinator (one per building) conducts an intake interview and brings the paperwork to the screening team which essentially "directs traffic." Students may be referred to an assessment group, where they get information and are encouraged to examine themselves. In-school groups for specific problems include: use/abuse, recovering, concerned, and others. Referrals may also be made to community programs.

Evaluation is an ongoing effort on two levels. The progress of both students and adult volunteers is evaluated and the overall effectiveness of the program is examined and changed as needed.

Black River Falls School District

Student Assistance Program

Contact: Doris Skogstad, Black River Falls School District, 301 North Fourth Street, Black River Falls, WI 54615, (715) 284-4324.

Children Served: Students who have been treated for chemical abuse

Description: Support group follow-up services are offered for students returning from inpatient or outpatient care for use and abuse of alcohol and other drugs.

Cadott Community School District

Student Assistance Program Intervention Implementation

Contacts: Darrell Hart/Sharon Gilles, Project Directors, Cadott Community School District, P.O. Box 115, Cadott, WI 54727, (715) 289-4211.

Children Served: Chemical users and those affected by the chemical abuse of significant others

Description: The program implemented a formal SAP for grades K-12 in a rural school district of 1,010. The intervention plan addresses students who are chemical users and those who are affected by chemical abuse of significant others.

Goals for the program are improving self-esteem, attendance, behavior, and grade point averages; increasing the number of chemically free activities and student participation in them; increasing student AODA awareness; and decreasing AODA in the student body.

Core group training included 37 staff and community people. In addition, 29 people received group facilitator training, and six were trained in assessment techniques. A total of 17 groups participated in the SAP. Concerned person groups served 143 K-12 students. Use/abuse groups served 17, and an after-care group served four.

Cambridge School District

Student Assistance Program

Contact: Sharon Usinger, English Teacher, Cambridge School District, P.O. Box 27, Cambridge, WI 53523, (608) 423-3261.

Children Served: Students experiencing difficulty because of their own or someone else's use/abuse of alcohol or other drugs

Description: In this program the school shares with the family and the community a concern for the resolution of problems which interfere with the development of students. The school's goal is to help students recognize behaviors which may indicate alcohol or other drug-related problems. This goal is accomplished through identification, screening/assessment, referral, and support groups.

The SAP provided core and facilitator training for 12 staff members and core training for two community members. There is also an advisory board of 14 community members. An inservice for the entire staff was conducted, a community awareness night was held, and students in grades 7-12 attended two-hour awareness sessions.

During the 1985-86 school year, approximately 80 students received services. Of these students, 75 participated in either a concerned person, use/abuse, or information group. All groups met for one class period per week for 8 to 10 weeks.

Elmbrook School District

Student Assistance Program

Contact: Richard Beth, Supervisor of Psychological Services, Elmbrook School District, 2430 North Pilgrim Road, Brookfield, WI 53005, (414) 782-7294.

Children Served: Secondary students

Description: The SAP has been established at Brookfield Central and East high schools and at Elmbrook Middle School. It identifies, screens, refers, and assists students who may be affected by their own or someone else's use of alcohol or other drugs.

Upon referral, students are interviewed by trained staff. Recommendations are made to involve them in an in-school educational group or refer them to a community resource. All contact with students is kept confidential. Program involvement is voluntary.

The program provides education for concerned students and a recovering students' group, with support for those returning from inpatient care and for those who are currently involved in outpatient care. Involvement with AA or other treatment plans is recommended.

Hudson School District

Chemical Health Student Assistance Program

Contact: Nancy Sweet, Hudson School District, 416 St. Croix Street, Hudson, WI 54016, (715) 386-4220.

Children Served: Substance abusers and the general population

Description: This is a program consisting of education to the community, parents, teachers, and students about substance abuse. Support group activities are utilized.

Kaukauna Area School District

The HELP CONNECTION

Contact: Dennis Booms, HELP CONNECTION Coordinator, Kaukauna Area School District, 101 Oak Street, Kaukauna, WI 54130, (414) 766-5711.

Children Served: AODA children and parents

Description: The HELP CONNECTION is a K-12 alcohol and drug abuse program in its fourth year. Various support groups for students and parents are operating. More than 40 staff members have received some type of training.

La Crosse School District

Helping Kids Survive

Contact: Joan Moen, AODA Coordinator, La Crosse School District, Hogan Administration Center, 807 East Avenue South, La Crosse, WI 54601, (608) 783-2318.

Children Served: Elementary students

Description: This elementary SAP includes support groups within the school setting for children experiencing problems because of a family member's abuse of chemicals. The program also involves an identification/referral process, assessing children's fear levels, and teaching survival skills in a group setting. Data based on the Elementary Pre/Post Survival Scale, resource material for student support groups, and data collection instruments are used.

Student Assistance Program

Contact: Joan Moen, AODA Coordinator, La Crosse School District, Hogan Administration Center, 807 East Avenue South, La Crosse, WI 54601, (608) 783-2318.

Children Served: Middle school students

Description: The SAP attempts to identify and refer students who may be experiencing problems with alcohol or drugs, depression, family relationships, or other personal or academic problems.

Teachers are expected to refer students with school problems by completing a checklist relating to grades, attendance, behavior, and appearance. The referral card goes to student services personnel (guidance counselor, social worker, psychologist); the student is screened; and an appropriate in-school or community referral is made.

In-school options include individual counseling, tutoring, exceptional education assessment, and support groups focusing on alcohol and other drug problems, divorce, and depression. Out-of-school referrals might include Teen Health Service, Coulee Council on Alcoholism, La Crosse County Protective Services, and Family and Children's Center. Parents can refer a child by contacting the child's guidance counselor or principal. Students are encouraged to make self-referrals. All referrals are confidential.

Lakeland Union High School District

Pupil Resource Education Program (PREP)

Contact: Virginia Neuman, Lakeland Union High School District, Old Highway 70, Minocqua, WI 54548, (715) 356-5252.

Children Served: High school students

Description: Lakeland high school's student assistance program attracted more than 30 percent of the student body. It serves students who are in need of support because of their own chemical involvement or the involvement of significant others. Additional students, who do not require support, take part in a voluntary educational awareness group.

The Pupil Resource Education Program (PREP) attracted a wide variety of students. The numbers far exceeded expectations and are attributed to the recruitment process. The staff and community were very supportive of program goals, and the local newspaper covered the program closely. Law enforcement agencies within the school district also gave strong support.

Medford Area School District

Youth Drug and Alcohol Information Program

Contact: Fay Yost, Medford Area School District, 215 East Pine Street, Medford, WI 54451, (715) 748-5951.

Children Served: All students

Description: This 1-12 program on alcohol and other drugs is part of the regular classroom curriculum. The early grades (1-4) work with self- concept.

Weekly support-group meetings and individual sessions increased student understanding of chemical dependency and its effects on individuals and families. Students gained insights into motivation and denial and dealt with the primary issues of self-worth and self-responsibility. Benefits included improved school performance and decreased chemical use.

Perhaps the most obvious implication of the project is that a school-based early intervention program works because the activities are appropriate to a school setting coordinated with community agencies. It also works because the need is so strong and students are willing to respond to the offer of assistance.

Menomonee Falls School District

Student Assistance Program

Contacts: Noel Adams and Kevin Fullerton, Integrated Studies' Teachers, Menomonee Falls School District, N84 W16579 Menomonee Avenue, Menomonee Falls, WI 53051, (414) 255-4122.

Children Served: High school students

Description: The SAP grant established an in-school, early intervention capability. Through staff, parent, and community education plus extensive training of a core group, students have been identified and referred to in-school assistance and/or community resources.

Education programs focused on accurate alcohol and other drug abuse information and procedures for using the SAP. Student support groups and one-to-one counseling in school provided use/abuse/ dependency assessment, assistance for those concerned about the chemical abuse of others, and help to prevent relapse for students returning from treatment.

Early project activities were aimed at increasing student, staff, and community awareness of the program. Letters to parents, classroom presentations, articles in the school and town newspapers, and presentations to church groups and community organizations produced a climate conducive to productive discussions of youth alcohol and other drug abuse issues and expanded knowledge of the program.

New Holstein School District

Consortium Developed Student Assistance Program

Contact: Joseph Wieser, Elementary Principal, New Holstein School District, 2226 Park Avenue, New Holstein, WI 53061, (414) 898-4208.

Children Served: All students K-12

Description: The New Holstein School District saw a need for intervention in alcohol and other drug abuse by students and/or their families. Goals were to decrease alcohol-related problems in the school, to increase AODA knowledge of students referred to the program, and to increase community awareness.

The SAP is responsible for the identification and referral of students, for providing informational resources, and for facilitating intervention. A core group of faculty, staff, parents, and community members received intensive alcohol and other drug education, enabling them to coordinate the program. School contact personnel and educational resources have also been developed or purchased. Student groups (use/abuse, support, and after-care) have been developed.

Other benefits are a decrease in school alcohol/drug-related problems, a decrease in absenteeism, an improvement in grades, a decrease in school suspensions, and a community awareness of the alcohol/drug situation and the program. Referrals have come from family members,

peers, self, community agencies, and institutions.

Omro School District

Student Assistant Program

Contact: Mike Thompson, Project Director, Omro High School, 455 Leech Street, Omro, WI 54963, (414) 685-5668.

Children Served: Students in grades 6-12

Description: The SAP represents a coordinated effort to aid students who are or may be abusing alcohol and/or other drugs and those who are experiencing negative effects of chemical abuse by a family member or close friend. The goals of the program are to decrease alcohol and drug abuse and to define the role of the SAP for family, staff, and community. The SAP provided extensive alcohol education as well as facilitation training for 18 staff and one community member.

Approximately 70 students expressed a need to become involved in the SAP, and 42 have been served. Three Care and Concern groups served 24 students in grades 6-8. One Care and Concern group at the high school served nine students, and one Use/Abuse group served nine students. All groups met for one class period per week on a rotating basis for 10 to 13 weeks.

Students in grades 6-12 were introduced to the program with an information session held in each classroom. Feedback sheets were used to screen students and establish groups. Information collected from the sheets and other sources was put into a computer program developed by a staff member.

The program is now expanding to include the Omro elementary schools. Ten elementary teachers are now available to run Care and Concern groups, and elementary students are being introduced to the program.

Palmyra-Eagle Area School District

Student Assistance Program

Contact: Donna M. Kalnes, Principal, Palmyra-Eagle Elementary School, 138 Elkhorn Road, P.O. Box 8, Eagle, WI 53119, (414) 594-2149.

Children Served: Students, K-12, with AODA-related problems

Description: The SAP seeks to educate and assist students, staff, parents, and communities in awareness and understanding of alcohol and drug use/abuse. An integral part of the program is parent involvement in support activities.

An AODA council was formed with participants from the student council, teachers, guidance and pupil services personnel, parents, clergy, law enforcement officers, county health department staff, scout leaders, school administrators, board members, and support staff. There are facilitators for concerned persons, use/abuse, after-care, and students against suicide groups. There is also individual counseling. During the 1985-86 school year, 125 students received services, many by self-referral.

Prentice School District

Student Assistance Program

Contact: Richard Meneau, Principal, Prentice High School, 1025 Town Street, Prentice, WI 54556, (715) 428-2811.

Children Served: All students K-12

Description: The primary goal of the SAP is to intervene and assist students affected by problems related to alcohol and drug use/abuse. These may include: personal use of alcohol and other drugs, or use by a family member or friend. This goal is accomplished through education, identification and referral, confrontation and assessment, and support groups. A supplementary goal is to increase knowledge of AODA issues among staff, parents, and the community and to share information with surrounding districts.

Group evaluation sheets show that involved students understand themselves better, have better coping skills, and have more awareness of the consequences of AODA. A staff survey showed increased knowledge and identification skills as well as support for the program.

One of the strong areas of the program was the use of a community planning committee to lay the groundwork. This gave community and parental ownership to the program. The same group worked on a cocurricular code which requires attendance at an AODA meeting for eligibility. As a result of efforts to share information and ideas with other area schools, there is a countywide effort to address adolescent use/abuse of alcohol and drugs.

Pulaski Community School District

Student Assistance In Life (SAIL)

Contact: Marilyn Liljestrom, Pulaski Community Schools, 143 West Green Bay Street, Pulaski, WI 54162, (414) 822-3191.

Children Served: Students directly or indirectly involved with alcohol and other drugs

Description: Student Assistance In Life (SAIL) is an alcohol and other drug intervention program. It is intended to provide information, help, and prevention to students, parents, and the community.

Rice Lake Area School District

Student Assistance Program

Contact: Mary Ellen Fisher, Counselor, 30 South Wisconsin Avenue, Rice Lake, WI 54868, (715) 234-2181.

Children Served: High school students

Description: The SAP was designed to create awareness of and participation in that program and to reduce problems related to chemical use.

Initial activities included staff training, showing of the film "Epidemic" to all students in grades 9-12, and conducting community presentations to increase awareness. The final stage was implemented in January 1983.

Services include access to an identification and referral network within the school and assistance for troubled students through group work, individual counseling, and/or referral to agencies/individuals outside the school.

Rio Community School District

Rio Assistance Program (RAP)

Contact: Chris Lienke, RAP Coordinator, Rio Community School District, P.O. Box 275, Rio, WI 53960, (414) 992-3141.

Children Served: Students K-12, school staff, and community

Description: The Rio Assistance Program (RAP) serves K-12 students by providing individual counseling, classroom presentations, group sessions, and alternative activities. The staff, school board members, administrators, and Rio residents attended inservice and training sessions to increase their AODA awareness and to attain the skills needed to implement RAP.

Rio is a small, rural community with few resources or social activities. RAP seeks to provide alternative activities for the students and community. The activities also serve as positive public relations for RAP.

St. Croix Central School District

Student Assistance Program

Contacts: Al DeLander or Gretchen Krahn, St. Croix Central School District, Hammond, WI 54015, (715) 796-2256.

Children Served: Students with AODA problems

Description: The district offers student assistance programs for individuals and groups referred for use and/or abuse of alcohol.

Sauk Prairie School District

AODA Project

Contact: Linda Martin, AODA Coordinator, Sauk Prairie School District, 213 Maple Street, Sauk City, WI 53583, (608) 643-3336.

Children Served: All students K-12

Description: The goal of this AODA project is to reduce the number of students having AODA problems.

A student assistance program was developed with procedures to identify, refer, assess, and assist students with problems related to their own or someone else's use of alcohol or other drugs. Assessment interviews were developed including a card-sort activity.

Sixteen concerned persons' groups, involving 98 students from grades 2-12, were formed. Exercises and curriculums were developed, and students learned about chemical dependency as a family illness. They also received support and self-help behaviors to alleviate the feeling of being alone.

Four chemical awareness groups involving 38 students in grades 8-12 were also formed. These groups made students more aware of the extent alcohol and other drug involvement affects their lives.

Districtwide, 332 referrals were made, including 257 self-referrals as a result of feedback sheets following counselor presentations to classrooms.

A community task force included parents, school personnel, clergy, medical professionals, an attorney, a newspaper editor, tavern owners, and law enforcement officials. It sought to increase awareness of AODA issues, promote support groups, and coordinate community resources.

Sheboygan Area School District

Student Assistance Program

Contact: James Arentsen, Principal, Sheridan Elementary School, 1412 Maryland Avenue, Sheboygan, WI 53081, (414) 459-3551.

Children Served: Potential dropouts, truants, adjudicated delinquents, and teen-age parents

Description: This is a support group counseling program for students affected by alcohol and other drug abuse either personally or by a member of their family. The groups are concerned persons, use/abuse, and after-care. Group leadership training has been provided for 110 staff members.

Shorewood School District

Chemical Abuse/Use Requires Education and Support (CARES)

Contact: Ellen Eckman, Shorewood School District, 1701 E. Capitol Drive, Shorewood, WI 53211, (414) 963-6920.

Children Served: All students

Description: Chemical Abuse/Use Requires Education and Support (CARES) is a student assistance program stressing both prevention and intervention. There are educational components for staff as well as students at various levels. Grades 7-12 are served by student support groups which center on recovery, awareness, concerned others, and education. About one-fifth of the teaching and administrative staff, a school board member, and a community social worker have received basic training and are directly involved in CARES. Community outreach is being developed.

Solon Springs School District

Student Assistance Program

Contact: Katherine King, Solon Springs School District, Route 1, P.O. Box 571, Solon Springs, WI 54873, (715) 378-2263.

Children Served: Middle and high school students

Description: The student assistance program was established to decrease the level of alcohol and drug use among students, to decrease the

level of drug-related problems, and to develop a program to educate the community and parents about chemical dependency problems. Referral services are in place. A curriculum has been developed to deal specifically with education about family member and personal use concerns. Nearly $1,500 has been donated to the program from community-based organizations.

Five staff members have been trained, and approximately 36 community people are involved in the program. All students in grades 7-12 were enrolled in a four-hour educational class on alcohol information during the 1984-85 school year.

In addition to working in groups with students whose lives are being affected by alcohol and other drugs, staff people have conducted workshops for the board of education, the faculty, and the Northwoods High School faculty in Minong, WI. The core group training for the project included school staff, parents, community volunteers, clergy, students, outreach personnel, and sheriff's department employees. Community meetings are held monthly and the program is closely connected with Douglas County Chemical Dependency Services.

Stevens Point Area School District

AODA Program

Contact: Jeff Grover, AODA Program Coordinator, Stevens Point Area Senior High School, 1201 North Point Drive, Stevens Point, WI 54481, (715) 346-2021.

Children Served: Grades 10-12

Description: The goals of the AODA program include intervening where students are involved with chemical abuse. Students are offered services when referred as a result of a disciplinary incident or because some other individual(s) expresses concern and a need for attention. The success of the program lies in raising the level of awareness and support of parents, staff, and the community at large.

Sturgeon Bay School District

Project CARES (Chemical Abuse Requires Education and Support)

Contact: AODA Coordinator, Sturgeon Bay School District, 1230 Michigan Street, Sturgeon Bay, WI 54235, (414) 743-6511.

Children Served: Grades 3-12

Description: During the first year of operation, Project CARES (Chemical Abuse Requires Education and Support) support groups were available for students indirectly affected by the use/abuse of alcohol and other drugs by a significant other and for students affected by their own alcohol or other drug abuse. Of the 1,200 students introduced to this project, approximately 200 used it to some extent and about 150 participated in support groups. Most of the students entered the groups by self-referrals. The majority of the groups were for concerned persons.

Project CARES was operated by teaching staff, parents, community representatives, and a high school student. All received extensive training.

Sun Prairie School District

Student Assistance Program

Contact: Daniel Richter, Sun Prairie School District, 509 Commercial Avenue, Sun Prairie, WI 53590, (608) 837-2541.

Children Served: Students in grades 7-12

Description: The SAP has developed an intervention process and a procedure to identify students abusing or dependent on alcohol and/or drugs, students affected by living in a home where alcohol and/or drugs are causing family problems, and students returning from alcohol and/or drug treatment.

More than 100 people participated in AODA awareness training and program development.

They included students, parents, clergy, social service personnel, law enforcement officials, representatives from parochial schools, and all school faculty and staff. All students in grades 7-12 learn of the SAP through an adult and peer group presentation. A student questionnaire overwhelmingly identified AODA as an issue that needs to be dealt with in the schools and that students want to deal with in a group situation.

Superior School District

Prevention, Intervention, and Education (PIE)

Contact: Marsha Bergren, Superior Central Junior High, 1015 Belknap Street, Superior, WI 54880, (715) 394-0258.

Children Served: Grades 7- 9

Description: Superior is in a county with one of the highest rates of alcoholism in the United States. The major goal of the Superior Prevention, Intervention, and Education (PIE) program is to increase awareness of problems associated with AODA. The program also attempts to identify and refer students at an earlier stage.

Services include individual counseling, preassessment screenings, outpatient and inpatient treatment, counseling services, and referrals to other sources such as AA. The district is attempting to form an in-school AA group and is drafting a policy for students in treatment.

There were 120 students involved in 12 PIE groups one semester. Other arrangements were made for 60 students who couldn't be accommodated in groups. Teachers trained in adolescent chemical use and group facilitation assist the Use and Concern groups and Insight groups. People from the community and nearby agencies also aid the groups.

Student Assistance Program

Contacts: Marsha Bergren, Peter Blomquist, Dan Ronn, Superior School District, 823 Belknap Street, Superior, WI 54880, (715) 394-0600.

Children Served: Students experiencing personal or family chemical abuse

Description: The goals of this program are to implement a SAP and give training and education to teachers, parents, and the community. Training includes a three-day AODA workshop for teachers, group facilitator education, and parent and community workshops.

There are currently 15 groups consisting of one recovery group, four family groups, five personal use, and five insight groups. Each spring the groups participate in a three-day "alternative high" at the local YMCA camp. The camp includes intensive group discussions, theme talks, campfires, and recreation.

Waukesha School District

AODA Services

Contact: Jim Haessly, Director of Student Services and Exceptional Education, Waukesha School District, 222 Maple Avenue, Waukesha, WI 53186, (414) 521-8862.

Children Served: Middle and high school students affected by alcohol and drug abuse

Description: AODA services include student groups for concerned others, use/abuse, recovering students, and insight. There are also groups for athletes and nonusers. A student assistance office in each secondary school distributes literature. First-year statistics show that more than 800 of the 6,000 secondary students have taken direct advantage of this program.

An administrative steering committee (one administrator from each building) works to achieve policy consistency. Communication between the five building-level specialists is an important part of the administration program.

Inservice and training programs are ongoing projects. Group facilitators and/or their substitutes are paid the contractual hourly rate for facilitating a group, showing the importance of this activity.

Plans for extending the program to the elementary schools are underway.

Student Assistance Program (7-12)

Contact: James P. Haessly, Director, Student Services and Exceptional Education, Waukesha School District, 222 Maple Avenue, Waukesha, WI 53186, (414) 521-8862.

Children Served: Children in grades 7-12 affected by alcohol and drug problems

Description: This program provides alcohol and other drug abuse services, including student support groups, payment for group facilitators, screening and referral, and a "specialist" in each building.

Waupun School District

Student Assistance Program

Contact: Armin Paff, Program Director, Waupun School District, 950 Wilcox Street, Waupun, WI 53963, (414) 324-9341.

Children Served: All K-12 students

Description: The communities of Waupun and Fox Lake have implemented a student assistance program through the schools which include one private and five public elementary schools, one public middle school, and one private and one public high school.

The program has 45 school staff and 20 community members trained as a core team. Each level in the public school system (K-6, 7-8 and 9-12) has a core team coordinator. One coordinator serves the private schools. The coordinators serve as resource people, lead groups, and screen individuals. Coordinators meet monthly as a central committee and are responsible for distributing information within their buildings.

The project coordinator is a member of the community task force, a volunteer organization that coordinates AODA activities within the community.

This program is unique in that it is an outgrowth of a community-based organization. Waupun Christian Elementary and Central Wisconsin Christian High School have been involved in every step of the development of the SAP and have established one of their own using public school resources for training and support. As a result of this networking, a very close relationship has developed between the Waupun Police Department, churches, and schools.

A second unique component of the program is that eligibility for all cocurricular activities at the public and private schools has been written into the SAP procedures. Students with AODA violations (in or out of school) are not eligible to return to that activity until they meet with their SAP coordinator and agree to follow any recommendations.

West Allis-West Milwaukee School District

Counselors and Teachers Outreach Program

Contact: Ron Bieri, West Allis-West Milwaukee School District, 9333 West Lincoln Avenue, West Allis, WI 53227, (414) 541-8080.

Children Served: Elementary and middle school students

Description: The Counselors and Teachers Outreach Program was designed to provide direct classroom participation for students in grades 5 and 6; staff development for counselors, teachers, and administrators at the junior high and elementary schools; and curriculum development in guidance and health education. The program was designed to prevent alcohol and other related drug involvement. Eight local schools participated. Additional support was offered by parent education classes.

Student Assistance Program

Contact: Ron Bieri, Physical Education Supervisor, West Allis-West Milwaukee School District, 9333 West Lincoln Avenue, West Allis, WI 53227, (414) 541-8080.

Children Served: All high school students

Description: The Student Assistance (SA) counselors work with and offer help to students

whose school studies are being adversely affected by the use or abuse of alcohol and/or other drugs. Peers, family, and community services are offered by this program. Staff members volunteering as core group members help with student contacts, assist with group sessions, and are generally available to support the program. The SA coordinators made personal contacts with community support agencies and helped establish a communication network between the schools and the community to facilitate procedures for working with students whose needs are urgent.

During the project, 230 students were referred. Of these students, 150 admitted a need for help with a chemical abuse problem. Forty-five teachers at three high schools were involved as core members of the program and 10 community agencies established a network for proper referral. It was noticed, and hopefully can be documented, that over the second semester of 1983-84 grades began to improve, attendance improved, and general attitude about school was much better. In addition, some students were referred and received in-patient treatment at community alcohol or drug abuse agencies.

Wisconsin Heights School District

Student Assistance Program

Contact: Sandy Mickler, SAP Coordinator, Wisconsin Heights School District, 10173 Highway 14, Mazomanie, WI 53560, (608) 767-2586.

Children Served: Students affected by problems related to the use/abuse of alcohol or other drugs

Description: This SAP provides education, identification and referral, confrontation and assessment, and support groups for students who may have a problem with alcohol or drug use or who may be affected by a family member's or friend's use.

Student groups, primarily the concerned persons group, have seen the most growth. About 15 percent of the students in grades 1-8 have become involved. Students in grades 1-4 have shown sincere concern for others and are very interested in learning, sharing experiences, and giving support.

The SAP is served by a core group of 30 members. Eight members of the original 15-member core group have received group facilitator training.

Wisconsin Rapids School District

Assistance Program for Students and Staff (WRAPSS)

Contact: Patricia A. Schuetz, AODA Coordinator, 510 Peach Street, Wisconsin Rapids, WI 54494, (715) 423-1720.

Children Served: Students with concerns or problems involving alcohol and other drugs

Description: The SAP, one of the services under the umbrella of Wisconsin Rapids Assistance Program for Students and Staff (WRAPSS), is a help-oriented program for youth who use or abuse alcohol and other drugs. Functioning across the K-12 spectrum, its activities are coordinated by a part-time director assisted by an advisory board. Core team members and other staff who have received extensive alcohol and other drug training serve as initial contacts to assess students' needs and refer them to staff counselors, ongoing support groups, or community agencies.

While intervention is a necessary dimension of SAP, much effort is being concentrated on prevention by increasing awareness of the detrimental effects of alcohol and other drugs.

CESA 6

Student Assistance Program Consortium

Contact: Robert Schramm, Director of Instructional Services, CESA 6, 2300 Ripon Road, P.O. Box 2568, Oshkosh, WI 54903, (414) 233-2372.

Children Served: Students who are encountering problems with drug and alcohol as a result of their own use or the use of significant others

Description: The Green Lake, Horicon, Lomira, Markesan, and Mayville school districts have adopted a student assistance program to meet AODA-related needs of targeted student populations. It is estimated that 35 percent of the students could be served directly through implementation of the SAP.

The program is staffed by a core group of concerned school personnel and community members who have received special training about the effects of alcohol and drugs.

Students may refer themselves or be referred by concerned parents or family members, staff members, or peers. A student will also be referred to the program as a result of a violation of school policies.

After a student is referred, an interview is held to determine a plan of action. Group facilitators are available to work with special groups. In use/abuse groups students evaluate their own use/abuse patterns along with the consequences. In the concerned persons group students can learn to deal in a positive way with the stress of living or dealing with someone else's alcohol and/or drug use. The nonuser group focuses on decision-making, self-esteem, values, drug information, and alternative activities, and an after-care support group which provides support for students returning from treatment for chemical dependency.

Instructional Television Program

"Who Cares . . . I Care"

Contact: Eileen Littig, Director and Producer, NEWIST, 2420 Nicolet Drive, Green Bay, WI 54301-7001, (414) 465-2599.

Children Served: Grades 4-6

Description: "Who Cares . . . I Care" is an instructional television series of eight programs for grades 4-6 dealing with alcohol and drug abuse prevention, using positive youth development and the wellness concept.

This series consists of open and frank discussions among youth about feelings, self-concept, decision making, responsibility, cooperation, coping, and alternatives in terms of alcohol and drug prevention. The entire "Who Cares" series is being aired throughout the United States by the Wisconsin Educational Television Network. It is also being shown in Australia and Canada. A teacher's guide is available.

Curriculum and Remedial Programs and Projects 3

Albany School District

Chapter 1 Tutorial Program

Contact: Donna Searls, Albany School District, P.O. Box 349, Albany, WI 53502, (608) 862-3225.

Children Served: Students in grades 7-12 with reading deficiencies

Description: The Albany Chapter 1 program provides tutorial assistance to junior and senior high school students. The emphasis is on improving reading/study skills by directly applying them to assignments. The key indicator for the program is a reading percentile score of 40 or below on the Metropolitan Achievement Test administered in the spring. Parents are notified the following fall if their child qualifies for tutorial help for that school year. A parent permission form must be on file for admittance to the program.

As the year progresses, students may be added to the program by Chapter 1 or classroom teacher referral or by student referral based on academic needs. The Nelson-Denny Reading Test, administered in October; deficiencies; and grades are examined to target students who did not originally qualify for the program.

Students may leave the program if their grades improve sufficiently and parental consent is given. The program's design is flexible to meet the changing needs of the student body.

Arcadia School District

Motivational Development Program

Contact: Gayle Kirkman, Basic Skills Instructor, Arcadia School District, 308 East Main Street, Arcadia, WI 54612, (608) 323-3334.

Children Served: Academically at-risk students

Description: A full-time teacher works with at-risk students by tutoring and working on self-image and reading.

Arrowhead Union High School District

Title I Program

Contact: Al Zietlow, Arrowhead Union High School District, Hartland, WI 53029, (414) 367-3611.

Children Served: Students achieving below grade level

Description: This program provides one-to-one assistance to students by certified staff in the basic academic subject.

Ashwaubenon School District

Program for Academically Disadvantaged

Contact: Sherwood Williams, Program Coordinator, Ashwaubenon School District, 1055 Griffiths Lane, Green Bay, WI 54304, (414) 497-4378.

Children Served: Academically disadvantaged

Description: The district's program for academically disadvantaged is designed to help students experiencing problems in the classroom who are not getting extra help through any other program. The program functions as a resource center, where students can come during study halls for extra help with classroom assignments or to work on computer programs and worksheets to improve their basic skills.

Program participation is voluntary. Students who score below the 35th percentile on their Scientific Research Association tests receive first priority, followed by students referred by teachers or self-referred.

Beaver Dam School District

Content Area Study Help (CASH)

Contact: Emmet H. Weber, Curriculum/Personnel Manager, Beaver Dam School District, McKinley Street, Beaver Dam, WI 53916, (414) 887-7131.

Children Served: Academically disadvantaged

Description: The program provides tutorial help in reading in the academic areas for students in grades 8-12.

Black River Falls School District

Alternatives for High School Course Credit

Contact: Roger Sands, Principal, Black River Falls High School, 1200 Pierce Street, Black River Falls, WI 54615, (715) 284-4324.

Children Served: Students who have low motivation or who are academically disadvantaged

Description: This program includes a school district summer school, ETN courses, and cooperation from the UW-Extension and University System Outward Bound program.

Clear Lake School District

Adult Basic Education

Contact: Edward J. Greschner, Adult Education Coordinator, Clear Lake School District, Clear Lake, WI 54005, (715) 263-2550.

Children Served: Adults who have not earned a high school diploma

Description: The adult education program offers training for testing required to earn a GED diploma.

Alternate Skills

Contact: Jack B. Allen, School Counselor, Clear Lake School District, Clear Lake, WI 54005, (715) 263-2418.

Children Served: Children who have failed required classes in social studies and English

Description: The alternate skills class works to improve basic skills, with emphases on developing a positive self-image and improving study

habits. Students who have failed at least one semester are eligible.

Students can earn one-half credit per semester to eliminate a prior failure. To succeed in the class, students must have regular attendance, complete assignments when due, and receive passing grades in all other courses. Class meets four times weekly. In addition, students must spend three to five periods in a closely supervised study group.

Senior English (Communication)

Contact: Jack B. Allen, School Counselor, Clear Lake School District, Clear Lake, WI 54005, (715) 263-2418.

Children Served: Students who do not take twelfth-grade college prep courses

Description: All twelfth-grade students who do not enroll in College Prep English must take one semester of this course.

The class teaches survival skills in communication. Students fill out job applications, write resumes and letters, and learn effective oral communication. Visitors discuss employment, budgeting, and other life skills.

Dodgeville School District

Individual Learning Program

Contact: Sharon Curtis, ILP Director/Counselor, Dodgeville High School, 912 West Chapel Street, Dodgeville, WI 53533, (608) 935-3307.

Children Served: Potential dropouts, economically and/or socially disadvantaged

Description: This course has been developed for students who are not experiencing much success in high school. They have substandard grades, insufficient credits, poor attendance habits, or a combination of these factors.

This course is open only to those invited to enroll. It strives to promote positive attitudes toward self and school, improve academic standing and attendance, acquaint students with jobs of individual interest, and help students earn a diploma. It involves counseling, use of support groups, and offers training and job opportunities before and after graduation.

One-half credit per semester is offered to all those enrolled. Students who qualify for employment and early release are paid hourly wages. As with a regular job, no more than four days per semester can be missed at either school or employment. Also, all grades must be raised to passing and maintained at that level.

Edgerton School District

Alternate Program

Contact: John B. Shier, Principal, Edgerton Senior High School, 200 Elm High Drive, Edgerton, WI 53534, (608) 884-4954.

Children Served: Dropouts

Description: Attendance is voluntary. Credits earned are based on time, program, and testing.

Elkhart Lake-Glenbeul School District

Operation Pride

Contact: Charles Bares, Director of Pupil Services, Elkhart Lake High School, 201 North Lincoln, Elkhart Lake, WI 53020, (414) 876-3381.

Children Served: Truants; students with low grades and poor study habits; students who are seeking undue attention, causing severe disruption in classrooms, or constantly in need of discipline; or students approved by the principal

Description: The purpose of Operation Pride is to enhance the self-image of students and improve achievement, behavior, attitude, and accomplishments.

One teacher is assigned as a "mentor" for each of the eight periods of the school day. Students report to the teacher's room in lieu of study hall. Attendance is taken.

Students are recommended to the program by teachers, counselors, parents, and other personnel or agencies.

Florence High School

Self-Concept/Student at Risk Program

Contact: Irene Brunner, School Counselor, Florence High School, Florence, WI 54121, (715) 528-3218.

Children Served: Students who are failing in the regular classroom and at risk of dropping out

Description: Funded by JTPA, this self-concept/student at risk program provides remedial instruction in English, reading, and mathematics skills for up to 13 students. It is designed to increase self-concept by promoting success in school through drills in basic reading and mathematics skills.

Franklin School District

Reading and Writing Laboratories

Contact: Margaret Grabowski, Franklin High School, 8222 South 51st Street, Franklin, WI 53132, (414) 421-3000.

Children Served: Academically disadvantaged

Description: Reading and writing laboratories have been developed to provide remedial help for students with severe skill deficits. The program is aimed at correcting problems generated when students function several grade levels below their peers. A variety of methods are employed, including an emphasis on computer-assisted instruction.

Green Bay Area School District

Evening School Program

Contact: Gerald Whitehouse, Director of Federal Programs and Planning, Green Bay Area School District, 200 South Broadway, P.O. Box 1387, Green Bay, WI 54305, (414) 497-3986.

Children Served: Credit-deficient students in grades 9-12

Description: The evening school program offers students the opportunity to make up credits to increase the possibility of graduating with their class. During each school year, approximately 200 students participate in after-school classes in the areas of language arts, social studies, mathematics, and other selected courses. Each student must participate in 60 hours of instruction following the district's approved curriculum.

Hamilton-Sussex School District

Project Success

Contact: Margaret Bauman, Hamilton High School, W220 N6151 Town Line Road, Sussex, WI 53089, (414) 246-6471.

Children Served: Low-achieving students

Description: A program designed to provide tutorial assistance to ninth and tenth graders with academic problems.

Hartford Union High School District

Content Area Student Help (CASH)

Contact: Delores Rettler, Chapter 1 Coordinator, Hartford Union High School District, 805 Cedar Street, Hartford, WI 53027, (414) 673-5200.

Children Served: Students behind in grade level or credits

Description: In Content Area Student Help (CASH), teachers and aides provide tutoring for classroom assignments.

Hartland-Lakeside Joint School District #3

Tutorial Program

Contact: Diane Schmidt, Counselor, Hartland-Lakeside Joint School District #3, 651 East Imperial Drive, Hartland, WI 53029, (414) 367-2200.

Children Served: Students with poor study skills

Description: This tutorial program provides remedial assistance to fifth graders who are low in achievement.

Kaukauna Area School District

School Within a School

Contact: Bernard Wenninger, Principal, Kaukauna High School, 101 Oak Street, Kaukauna, WI 54130, (414) 766-5711.

Children Served: Students in grades 11-12 and returning students

Description: Sixty-five students enrolled in the School Within a School have received diplomas over the past three years. Approximately 45-50 students are in the program each year. Its goal is to personalize the education process while having high student expectations and closely monitoring attendance.

Lakeland Union High School District

Alternative Learning Center

Contact: John Eckardt, Lakeland Union High School District, 8669 Old Highway 70 West, Minocqua, WI 54548, (715) 356-5252.

Children Served: Chronic truants and students with disciplinary problems

Description: The Alternative Learning Center is an "in-school suspension" program designed to discipline a student within the educational environment and maximize learning potential.

Madison Metropolitan School District

Optional High School Programs

Contact: Glenn F. Borland, Northeast Area Director, Madison Metropolitan School District, 545 West Dayton Street, Madison, WI 53703, (608) 266-6238.

Children Served: All

Description: The Madison Metropolitan School District provides comprehensive and educational opportunities for at-risk youth. The Work and Learning Center, the Diploma Completion program, Shabazz-City High, and the Madison Area Schools-Within-Schools programs make up this set of options. Detailed information on these programs may be obtained from the contact person.

Marion School District

Adaptation of GOAL Program

Contact: Charlotte Bertram, School Counselor, Marion School District, 1001 North Main Street, Marion, WI 54950, (715) 754-5273.

Children Served: Students in danger of not graduating

Description: This is a cooperative program with the Fox Valley Technical Institute (FVTI). A junior or senior who is a credit or half-credit short of graduation, may earn this credit through the GOAL program. The student attends a class outside of school hours according to a written agreement between the schools, the student, and the parents. Classes are ordinarily taken in the evening or in the summer.

In-school GED Program

Contact: Charlotte Bertram, School Counselor, Marion School District, 1001 North Main Street, Marion, WI 54950, (715) 754-5273.

Children Served: Potential dropouts and truants

Description: A senior student, lacking the credits to graduate, is offered the opportunity to work toward a GED diploma without dropping out of school. The student must be 17 and meet specific criteria. The student, parents, and counselors set up a program where the student remains in school and takes appropriate classes (not necessarily those required for graduation). At the same time, a class hour is reserved for studying the GED curriculum.

Marshfield School District

School Within a School

Contact: Jon Meyer, Marshfield School District, 1010 East Fourth Street, Marshfield, WI 54449, (715) 387-1101.

Children Served: Students grades 7-9

Description: School Within a School is a junior high program designed to guide students who have difficulty managing their work and school habits. Emphasis is on counseling and remedial help.

Menasha School District

Work Study Program

Contact: John L. Ruck, Director of Special Services, Menasha School District, 449 Ahnaip Street, P.O. Box 360, Menasha, WI 54952, (414) 729-5083.

Children Served: Potential dropouts

Description: This high school work study program provides tutoring, job placement, job skill guidance, personal counseling, and academic progress monitoring.

Middleton-Cross Plains School District

Student Support Program

Contact: Mary Ann Allen, Director of Instruction, Middleton-Cross Plains School District, 7106 South Avenue, Middleton, WI 53562, (608) 831-6071.

Children Served: Potential dropouts

Description: This is a support program for students in grades 7-12. It emphasizes work on basic skills, motivation, attitude, and preparation for employment.

Milwaukee Public Schools

Alternative High School Preparatory Program

Contact: James Biermann, Program Supervisor, Milwaukee Public Schools, P.O. Drawer 10K, Milwaukee, WI 53201, (414) 475-8117.

Children Served: Middle and high school students

Description: The objective of the program is to prepare students for entrance into a regular ninth-grade program. The academic program stresses basic skills. Students are promoted to high school upon successful completion of the program.

Enrollment is limited to 60 students per site. Students must be in eighth grade, be behind their grade level, exhibit academic failure and a pattern of truancy or nonattendance; in-school interventions must have proven unsuccessful. A parent or guardian must also participate in the student intake conference.

Students who do not adjust satisfactorily are returned to the referring school.

Neenah Joint School District

Instep Program

Contact: Eugenia Kiryakakis, Neenah Joint School District, 410 South Commercial Street, Neenah, WI 54956, (414) 729-6858.

Children Served: Academically, socially, and personally maladjusted children

Description: The Instep Program offers special guidance groups for at-risk seventh graders. Identified in sixth grade, these students may have problems with attendance and with meeting academic expectations in junior high. Counselors work with students for six sessions. This group experience provides the basis for many continuing one-to-one relationships with the counselors.

Neillsville School District

Tutor Program

Contact: Harlen Sunsdahl, Principal, Neillsville High School, 401 Center Street, Neillsville, WI 54456, (715) 743-3323.

Children Served: Academically disadvantaged

Description: This is a tutor program for at- risk students 9-12 in all academic subjects.

Nicolet Union High School District

Levels Program

Contact: Donn Leussler, Director of Curriculum, Nicolet Union High School District, 6701 North Jean Nicolet Road, Glendale, WI 53217, (414) 352-7110.

Children Served: All students

Description: Students are placed in appropriate achievement levels in English, mathematics, social studies, science, foreign languages, and business education. Placement is based on achievement and ability. Level of work, questions, pace, and materials are selected to fit the level of the student.

Norwalk-Ontario School District

Alternative Education Program

Contact: Alan Szepi, Administrator, Norwalk-Ontario School District, Route 1, Ontario, WI 54651, (608) 337-4403.

Children Served: Slow learners in grades 7-12

Description: The Alternative Education Program is for students who are unable to succeed in the regular classroom. Its objective is to enhance healthy behavior and social skills in students who have experienced lack of success in school. It allows the slow learner to master basic reading and mathematics skills; develop realistic vocational goals; and, if possible, participate in a work study program.

It is expected the program will prevent dropouts among slow learning students; increase reading and mathematics abilities; change discipline problems and other negative behavior patterns; and improve job skills, employability, and vocational planning.

Oconto School District

Summer School/Night School

Contact: Larry Elliott, Principal, Oconto High School, 1717 Superior Avenue, Oconto, WI 54153, (414) 834-5585.

Children Served: Students behind in credits

Description: Regular classroom teachers must identify course units performed at a level that resulted in loss of credit. Students enroll in special classes during the summer or at night and only need to complete the missed units. Goal-referenced tests are being considered for future use.

Poynette School District

In-School Alternative Education Program

Contact: John Sarnow, Poynette School District, 108 North Cleveland, Poynette, WI 53955, (608) 635-4345.

Children Served: Low achievers with low motivation

Description: The In-School Alternative Education Program provides specific alternative courses in major content areas for students at risk.

Random Lake School District

Transitional First Grade

Contact: Francis D. Murphy, Principal, Random Lake Elementary School, 605 Random Lake Road, Random Lake, WI 53075, (414) 994-4344.

Children Served: Primary grade students

Description: This transitional first-grade program provides early identification and remediation of educational problems.

Richland School District

Fresh Start Program

Contact: Mike McNair, Richland School District, 125 South Central Avenue, Richland Center, WI 53581, (608) 647-6131.

Children Served: Educationally and attitudinally disadvantaged

Description: Fresh Start is a special watch program for ninth graders who may experience various degrees of difficulties in high school. With involvement of counselors and teachers, progress is monitored and appropriate referrals and intervention are initiated.

Resource Assistance Program

Contact: Tom Harvey, Principal, Richland Center High School, East Third and Park Street, Richland Center, WI 53581, (608) 647-6131.

Children Served: Educationally disadvantaged

Description: The Resource Assistance Program is designed to help ninth and tenth graders with reading comprehension problems find success in high school courses. Teachers work with small groups to aid students in preparation for English, social studies, and related courses. Study skills are emphasized.

Sauk Prairie School District

Alternative Education Program

Contact: Jerry L. Rosso, Assistant Principal, Sauk Prairie High School, 105 Ninth Street, Prairie du Sac, WI 53578, (608) 643-3336.

Children Served: Students with demonstrated problems in academics, attendance, behavior, and attitude

Description: Students accepted to the Alternative Education Program are ninth graders who fail three or more classes or do not achieve tenth-grade status and students whose pattern of performance is deteriorating. Students are offered tutoring; diagnostic testing and/or review of achievement tests; and, if the age requirement is met, entrance to work experience programs.

After the student's fourth semester of attendance, an alternative schedule is offered. Parental approval is necessary. Reduced schedules are accepted for one semester and may mean a student will not graduate from Sauk Prairie High School.

After the junior year, students who have had alternative schedules are introduced to the GED program. At no time are students discouraged from attending additional semesters or years in order to graduate.

Sheboygan Area School District

English as a Second Language (ESL)

Contact: Donovan Walling, Coordinator of Reading and Language, Sheboygan Area School District, 830 Virginia Avenue, Sheboygan, WI 53081, (414) 459-3546.

Children Served: Students with limited proficiency in English

Description: Mastery of English is the prime goal of this program. Tutorial assistance is also provided for students who are mainstreamed into regular classes.

Youth Tutoring Youth

Contact: Bernard Schmitt, Director of Pupil Services, Sheboygan Area School District, 830 Virginia Avenue, Sheboygan, WI 53081, (414) 459-3534.

Children Served: Truants and/or adjudicated delinquents

Description: High school and middle school students tutor disadvantaged elementary students. Tutors are trained and supervised by a Chapter 1 staff member. Benefits of the program are twofold: both tutors and younger students gain in self-image, school knowledge, and commitment to a younger child's success.

Sun Prairie School District

SCORE Program

Contact: Stephen J. Riggins, Sun Prairie School District, 509 Commercial Avenue, Sun Prairie, WI 53590, (608) 837-2541, ext. 452.

Children Served: Credit-deficient high school students

Description: SCORE is designed to help students in grades 10-12 who are not succeeding in the educational mainstream. Smaller class sizes in social studies, mathematics, and English increase student/teacher interaction. Nine weeks of work equals one-fourth credit. The program coordinator reports to parents and administrators regarding attendance and academic progress. Student continuation in the program is determined by improvement in attendance, attitude, and academic achievement.

Superior School District

Disadvantaged Project

Contact: David E. Wicklund, Assistant Principal/LVEC, Superior Senior High School, 2600 Catlin Avenue, Superior, WI 54880, (715) 394-0594.

Children Served: Economically and academically disadvantaged

Description: Students at the senior high school and at two junior high schools received information about vocational education opportunities via brochure, slide-tape, and videotape. Vocational education and guidance personnel did a comprehensive assessment of student's interest, abilities, and special needs. Students have computer and print access to the Wisconsin Career Information System.

Curriculum, instruction, equipment, and facilities are adapted to meet individual needs in the following vocational areas: distributive education, business education, power mechanics, construction technology, home economics, machine tool, drafting, and school forest.

Unity School District

Second Opportunity

Contact: Richard Klatt, Principal, Unity Middle School, P.O. Box 307, Balsam Lake, WI 54810, (715) 825-2101.

Children Served: At-risk individuals

Description: The Second Opportunity program provides an opportunity for adults who are and continue to be at risk to complete high school. The program is designed to supplement and

support similar programs for children under 19 years of age.

Walworth Joint School District #1

Mathematics Assistance

Contact: Lesa Borgo, Walworth Joint School District #1, Walworth, WI 53184, (414) 275-6896.

Children Served: Students achieving one or more years below grade level in mathematics

Description: Students in grades 6-8 achieving one or more years below grade level in mathematics achievement tests are scheduled for additional assistance through the Chapter 1 program.

Required Developmental Reading Program

Contact: Marnie Cash, Walworth Joint School District #1, Walworth, WI 53184, (414) 275-6896.

Children Served: Students in grades 7 and 8 who are achieving one or more years below grade level in reading

Description: Students who score more than one year below grade level in reading are required to take one or more additional years of developmental reading. They must remain in this class until standardized test scores demonstrate achievement at grade level.

Waukesha School District

Bilingual Education Program

Contact: Carlos Gamino, Bilingual Coordinator, Waukesha School District, 222 Maple Avenue, Waukesha, WI 53186, (414) 521-8900.

Children Served: Students who are bilingual/bicultural

Description: Approximately 24 teachers serve 400 bilingual education students in the school district. Staff includes a bilingual counselor and several English as a Second Language teachers. Bilingual resource room teachers serve students in instructional areas as necessary. Home and administrative support for the program is provided.

Preschool Screening Program

Contact: Carlos Gamino, Bilingual Coordinator, Waukesha School District, 222 Maple Avenue, Waukesha, WI 53186, (414) 521-8900.

Children Served: Students who are bilingual/bicultural

Description: All three-, four-, and five-year-old students are given the opportunity for screening utilizing a standardized instrument. Approximately 50 percent of the parents in the district take advantage of the screening program. This generates referrals to the four-year-old kindergarten program, the early childhood EEN program, and other school programs (such as Chapter 1) as well as community programs (such as Headstart) and 5142 Programs for Developmentally Disabled.

Resource Teaching Roles— Communication Arts, Math-Computer

Contacts: Joanne Kleist, Director of K-12 Curriculum and Instruction, (Communication Arts) or Lee McInnis (Math-Computer), Waukesha School District, 222 Maple Avenue, Waukesha, WI 53186, (414) 521-8855 or 521-8875.

Children Served: Assists new entrants and some elementary underachievers and slow learners

Description: The district employs eight reading and writing specialists and four math/computer specialists for 17 elementary schools.

Waupun School District

Basic Skills Program

Contact: James LaValley, Principal, Waupun Senior High School, 451 East Spring Street, Waupun, WI 53963, (414) 324-5591.

Children Served: High-risk, JTPA-eligible high school students

Description: This basic skills program provides tutorial services for low achievers in reading, mathematics, science, social studies, and communications.

Whitewater Unified School District

Communications/English (9-12)

Contact: Sue Schlough, Whitewater Unified School District, 401 South Elizabeth Street, Whitewater, WI 53190, (414) 472-4800.

Children Served: Qualifying students in grades 9-12

Description: This is a four-year English and remedial reading program designed for students experiencing academic difficulties due to poor reading skills. Remedial help is given along with tutoring and monitoring of progress. Study hall time is spent in the communications laboratory which is staffed by one reading specialist/ English teacher and one full-time aide.

Special Instruction

Contact: Sandra Sanborn, Whitewater Unified School District, 401 South Elizabeth Street, Whitewater, WI 53190, (414) 472-4800.

Children Served: Learning disabled and emotionally disturbed students

Description: This is a four-year program designed for students experiencing social and academic difficulty. Tutoring is on a one-to-one basis. The program is staffed by two special education teachers. The goal is to mainstream students whenever possible.

Whitnall School District

Alternative Support Program

Contact: Joanne Quick, Whitnall School District, 5000 South 116th Street, Greenfield, WI 53228, (414) 425-4000, ext. 104.

Children Served: Children in grades 9-12 who are academically at risk

Description: This program provides one-on-one or small group tutoring in all subject matters during and after school.

Project Learn Program

Contact: Barb Slania, At Risk Coordinator, Whitnall School District, 5000 South 116th Street, Greenfield, WI 53228, (414) 425-7978.

Children Served: Economically disadvantaged and academically at-risk K-5 students

Description: This program serves children who have educational needs in language arts, reading, and mathematics. The program provides one-on-one or group tutoring.

Reading Lab

Contact: Robert Antholine, Whitnall Middle-Elementary School, 5025 South 116th Street, Greenfield, WI 53228, (414) 425-4547.

Children Served: Children with reading problems or reading needs in grades 6-8

Description: This program serves children during and after school who have reading deficiencies, have fallen behind because of absences, or need additional challenges in reading.

Reassessment Program

Contact: David Branback, Whitnall School District, 5000 South 116th Street, Greenfield, WI 53228, (414) 425-4000, ext. 108.

Children Served: Students with discipline and truancy problems in grades 6-12

Description: This is an in-school suspension program which provides tutoring and academic assistance to the participants.

CESA 3

Project Achieve

Contact: Terry Wiseman, Administrator, Pecatonica Area School District, P.O. Box 117, Blanchardville, WI 53516, (608) 523-4248.

Children Served: High school students

Description: This CESA 3 cooperative program involves four school districts, including Pecatonica. At-risk students are under the supervision of a special teacher for approximately three periods each day. They receive basic skills instruction, job-related instruction, job experience, and work with the guidance counselor individually and in groups.

CESA 4

Chapter 1 Inservice

Contact: Marilyn Van Wyk, CESA 4, 205 Main Street, Onalaska, WI 54650, (608) 785-9370.

Children Served: Educationally deprived students

Description: CESA 4 presents a yearly series of workshops to help Chapter 1 teachers diagnose and provide remedial help in reading, language arts, and mathematics.

JTPA Basic Skills

Contact: Laura Halverson, CESA 4, 205 Main Street, Onalaska, WI 54650, (608) 785-9372.

Children Served: Students, ages 14-21, who are behind in credits and low in reading and/or mathematics skills

Description: The JTPA Basic Skills program is an accredited class to provide tutorial assistance and to upgrade reading, writing, mathematics, and study skills. Students receive both individualized and group assistance. Class size is limited to 10.

The overall goal of the program is to help students improve their self-concept and motivation.

Out of State Programs: Kentucky

ECIA Chapter 2/EESA Project

Contact: Ann Elmore, Project Director, Durrett Educational Center, 4409 Preston Highway, Louisville, KY 40213, (502) 456-3288.

Children Served: Ninth graders who are suspended or drop out of school

Description: This project provides staff development, student services, and parent and community involvement. Approximately 2,200 ninth graders experiencing difficulty in the school environment were referred for service.

Students in the adaptive skills training course learned problem solving, conflict resolution, study skills, career information, and listening skills. A drug counseling program involved students, teachers, and parents. Tutoring services were provided. In all, the project has provided services to 4,154 ninth-grade students in either preventive, remedial, or developmental programmed activities.

The effectiveness of the preventive suspension program has been reflected in a decrease in

the dropout rate at the ninth grade in seven of the nine project schools. The decrease ranged from .1 to 4.3 percent. Attendance increases ranged from 1 to 3.3 percent in 90 percent of the project schools.

Hart County Tutorial Program

Contact: Wayland Johnston, Assistant Principal, Hart County High School, Munfordville, KY 42765.

Children Served: K-12 students

Description: At Hart County High School, 90 minutes of tutoring in the four academic areas is provided four afternoons per week. At the five elementary schools, reading and mathematics tutoring is held twice weekly for 90 minutes. Any student can remain after school and receive free tutoring services by a paid teacher.

Secondary students who exhibit dropout tendencies due to poor academic performance are counseled and encouraged to participate in the tutorial program. This program is voluntary and is never used as discipline.

Time-Out Program for Students (TOPS)

Contact: Lois Adams, Principal, Henry County Middle School, P.O. Box 267, New Castle, KY 40050, (502) 845-2348.

Children Served: Middle or high school students being considered for out-of-school suspension

Description: This project provides an in-school alternative to student suspension. Students in the TOPS program are able to keep up with their school work while acquiring attitudes, values, and skills that will result in productive social behavior. The project attempts to decrease the dropout rate, because students avoid the unexcused absence and academic deficits associated with out-of-school suspension.

Recover Every Student to Continue Unfinished Education (RESCUE)

Contact: Larry Harper, Assistant Superintendent, and Charles Courtney, Director of Alternative Education, McCracken County Board of Education, Route 10, P.O. Box 1, Bleich Road, Paducah, KY 42001, (502) 554-4111/554-5025.

Children Served: Any high school student who has failed a course required for graduation

Description: Project RESCUE is designed to minimize the effect of academic failure as a factor in dropping out of school. Students enrolled in the project need to work in a nonthreatening environment and experience academic success. They work at their own rate and receive individual help to earn credit for a required course they have failed.

Classes for Project RESCUE meet for three hours two nights a week. Parents are involved in the project and are often asked to help and encourage students at home.

RESCUE is one part of a comprehensive program to keep students in school. Of the students who said they were considering withdrawing from school, 88 percent felt the project helped them change their minds.

Out of State Program: Missouri

Fairview Alternative School

Contact: Curtis Rogers, Principal, Fairview Alternative School, 3850 Pittman Road, Kansas City, MO 64133, (816) 356-1258.

Children Served: Students who do not function well in a traditional school setting

Description: The Fairview Alternative School is designed to serve students who have educational or behavioral problems that hamper success in regular school settings. Opportunities

are provided for students to make necessary social adjustments and at the same time continue their progress in the academic and vocational areas.

Students are referred to the school by the district's placement board and by the juvenile court. Students may also petition the placement board when they feel the traditional school is not meeting their needs.

The school enrolls a maximum of 135 students from grades 8-12 for a minimum of one school year. The number of eighth graders is limited. The basic curriculum consists of English, mathematics, science, social studies, art, physical education, homemaking, engine repair, and business education.

Resources

The following resources on curriculum and remedial programs and projects were collected from national databases. The listed documents come from the Current Index to Journals in Education (CIJE) or from ERIC Database. They can be obtained from your district media director.

Alternative Education: An Educational Support Program
CIJE - EJ265317 TM507011

Europa, Eunice
NJEA Review 55.9 (May 1982), pp. 16-17.
Language: English
Document Type: Journal Article (080); Project Description (141)
Journal Announcement: CIJOCT82

Discusses Union City's Innovative Prototype for Alternative Education Program which uses existing educational personnel and funds to provide identification and intervention for potentially delinquent, nonachieving junior high school students. Stresses counselor interest and trust in working with students. Describes program development, criteria, and procedures. (Author/CM)

At Risk Parents: Collaborations for Literacy, An Intergenerational Reading Project
CIJE - EJ319377 UD511574

Nickse, Ruth S., and Nancy Englander
Equity and Choice 1.3 (Spr. 1985), pp. 11-18.
Language: English
Document Type: Journal Article (080); Project Description (141)
Journal Announcement: CIJSEP85

Describes the conceptual and operational framework of Collaborations for Literacy, an adult literacy project based on the premise that the educationally disadvantaged parent and child are a learning unit and might benefit from shared learning activities. Project's objective is to encourage adults to improve their own reading through reading to children. (RDN)

Gain the Competitive Edge
CIJE - EJ286170 UD510079

Williams, Dennis A.
Black Enterprise 14.2 (Sept. 1983), pp. 35-40.
Available from: UMI Reprint
Language: English
Document Type: Journal Article (080); Project Description (141)
Journal Announcement: CIJDEC83

Describes a number of educational and cultural enrichment programs including some that provide classes in computer and science-oriented courses, designed to supplement and expand upon what urban students learn in public schools. Includes addresses of programs in several cities. (ADS)

Management and Measurement for Total Youth Development
CIJE - EJ286296 CG524792

Ramsey, Roberta S., and Russell W. Ramsey
Adolescence 18.70 (Summer 1983), pp. 307-16.

Available from: UMI
Language: English
Document Type: Project Description (141)
Journal Announcement: CIJJAN84

Describes the program of the Turner Job Corps Center in Albany, Georgia, which provides a holistic setting for youth development, emphasizing behavioral management and measurement. Academic and vocational management systems are self-paced individual mastery programs. The measurement function is carried out by computer in the Systems Support Department. (JAC)

More Sacred than Motherhood
CIJE - EJ259466 EA515143

Yaffe, Elaine
Phi Delta Kappan 63.7 (Mar. 1982), pp. 469-72.
Available from: UMI Reprint
Language: English
Document Type: Journal Article (080); Project Description (141); Position Paper (120)
Journal Announcement: CIJJUL82

Questions the recent idea that students must stay in school through the 12th grade. Describes programs that have been developed in the Colorado Springs area to cope with the dropout problem. (Author/WD)

Strategies for Youth at Risk
ERIC - ED255687 CEO41159

Markowicz, Arlene, et al., eds.
National Alliance of Business Clearinghouse Quarterly 1.3 (Fall 1984), 76 p.
Sponsoring Agency: Employment and Training Administration (DOL), Washington, DC
Grant No.: 99-4-454-98-327-02

Available from: National Alliance of Business, Inc., 1015 15th Street NW, Washington, DC 20005 ($12.50)
EDRS Price - MF01 plus postage. PC Not Available from EDRS
Language: English
Document Type: Serial (022); Bibliography (131); Project Description (141)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIESEP85

Focuses on employment programs/projects for at-risk youth. Provides program descriptions, including summary, results, time span, funding, problems, strategies, products/publications, and contact. Also includes annotated bibliography, book reviews, background materials, and "WorkAmerica" reprints of articles on programs for at-risk youth. (YLB)

Turning Young Lives Around
CIJE - EJ314755 CE515379

Peace, Betty, and Louise Land
Vocational Education 59.8 (Nov.-Dec. 1984), pp. 45-46.
Available from: UMI
Language: English
Document Type: Journal Article (080); Project Description (141)
Journal Announcement: CIJJUL85

Describes the Coordinated Vocational Academic Education in Office Duplication Practices program, designed to keep disadvantaged students in school, provide them with entry-level skills, and supply them with confidence. Examines the problems these students face, type of student served, equipment needed, instructional areas, teacher training, and the Vocational Office Career Clubs of Texas. (CT)

Programs and Projects for Family-Related Problems

Green Bay Area School District

You Can Tell – A Child Sexual Abuse Prevention Program

Contact: Christopher Wagner, Executive Director of Child Study/Special Education, Green Bay Area School District, 200 South Broadway, P.O. Box 1387, Green Bay, WI 54305, (414) 497-4080.

Children Served: Kindergartners and third graders

Description: This child sexual abuse prevention program consists of four one-half hour presentations made by a team of two school social workers. Personal safety is emphasized.

Hartland-Lakeside Joint School District #3

Children of Divorced Parents Program

Contact: Diane Schmidt, School Counselor, Hartland-Lakeside Joint School District #3, 651 East Imperial Drive, Hartland, WI 53029, (414) 367-2200.

Children Served: Children from single parent families

Description: The program assists students whose parents are going through divorce. It also addresses problems parents may have with their children following the divorce.

Pulaski Community School District

Children as Problem/Project Solvers

Contact: Marilyn Liljestrom, Pulaski Community School District, 143 West Green Bay Street, Pulaski, WI 54162, (414) 822-3191.

Children Served: Children at risk of abusive situations

Description: Students in primary grades are taught self-protection through a protective behaviors curriculum.

Stoughton Area School District

Parent Place

Contact: Ellen Leggett, Parent Place Coordinator, Stoughton Area School District, 211 North Forest Street, P.O. Box 189, Stoughton, WI 53589, (608) 873-7257.

Children Served: Parents of children at risk

Description: Parent Place is a family support and training program. It focuses on parents of Chapter 1 students and families who have been

identified as having negative influence on a child's success in the school and community.

The overall goal of Parent Place is to stimulate parent involvement to improve student achievement. It also teaches effective parenting strategies, including behavior management and the importance of parental modeling.

Waukesha School District

Divorce Support Groups for Kids

Contact: James P. Haessly, Director, Student Services and Exceptional Education, Waukesha School District, 222 Maple Avenue, Waukesha, WI 53186, (414) 521-8862.

Children Served: Children of divorced parents who volunteer for the program

Description: Social workers and counselors run student support groups for children coping with the effects of divorce.

CESA 4

Promoting Personal Safety Project

Contact: Marilyn Van Wyk, CESA 4, 205 Main Street, Onalaska, WI 54650, (608) 785-9370.

Children Served: K-6 students who are potential victims of child abuse

Description: This project trains teachers to teach the three basic concepts of behavior: recognizing inappropriate touch, learning assertiveness skills, and developing a support system. Curriculum and resource materials are provided by CESA.

Human Resource Center of Douglas County

Rape and Incest Victim Advocacy Program

Contact: Caroline Pelzel, Human Resource Center of Douglas County, 39 North 25th Street East, Superior, WI 54880, (715) 394-8129 or 392-8216.

Children Served: Possible victims

Description: Personal Body Safety sessions look at child sexual abuse without addressing sex education. Age-appropriate techniques are used to teach what sexual abuse is and how children can tell if they are sexually abused.

The program, developed in 1977 by the Illusion Theater of Minneapolis, MN, helps children recognize nurturing and exploitive touches. It suggests alternatives for children who encounter a possible sexually abusive situation. The program is free to schools. Presentations are funded through the Child Abuse and Neglect Grant from the Children's Trust Fund in Madison, WI.

In addition, the Human Resource Center's Rape and Incest Victim Advocacy Program provides follow-up services. They include 24-hour crisis intervention, advocacy, community education, victim and secondary victim support groups, information and referral, and a drop-in center for sexual abuse victims. These services are provided by a grant from the Child Abuse and Prevention Board, Preventive Health Block Grant, and Social Services Block Grant. Treatment services are provided by the Human Resource Center through a family violence grant.

Instructional Television Programs

Little Bear—Child Sexual Abuse Prevention

Contact: Eileen Littig, Director and Producer, NEWIST, 2420 Nicolet Drive, Green Bay, WI 54301-7001, (414) 465-2599.

Children Served: Children ages 4-9

Description: This 20-minute instructional television program is accompanied by a 30-minute teacher/parent training program, a teacher's guide, and a coloring book. It addresses sexual abuse through a Bridgework Theater performance. The teacher's program aids teachers in

discussing sexual abuse prevention with children.

Poverty Shock

Contact: Eileen Littig, Director and Producer, NEWIST, 2420 Nicolet Drive, Green Bay, WI 54301-7001, (414) 465-2599.

Children Served: High school students

Description: This 30-minute program shows the problems of a female who has to support a family while getting over the barriers of poverty. The program offers insights into poverty prevention and ways to get assistance.

Single Parent

Contact: Eileen Littig, Director and Producer, NEWIST, 2420 Nicolet Drive, Green Bay, WI 54301-7001, (414) 465-2599.

Children Served: High school students

Description: These two 30-minute instructional television programs address the problems of the single parent. One is for in-school youth and the other for out-of-school single parents. They aid the single parent in staying in school, overcoming the barriers, and finding a meaningful vocation.

Out of State Program: Michigan

Children of Divorce – What About Us?

Contact: Lorraine N. Osthaus, Family Counselor, Oakland County Friend of the Court, 1200 North Telegraph Road, Pontiac, MI 48053.

Children Served: Families involved in the divorce process or post-divorce adjustment

Description: The Friend of the Court administers a divorce counseling workshop for parents and children. The primary goal is to provide parents, other adults, and children with an understanding of the impact of divorce on the functioning of the family. It also assists them, through information and education, in dealing with other areas such as children's education, parent's job performance, and interpersonal relations.

Resources

The following resources pertaining to family-related problems of children at risk were collected from national databases. The listed documents come from ERIC, Psycinfo, or Sociological Abstracts Database. They can be obtained from your local media director.

Child Abuse Teacher Inservice Training
ERIC - ED258772 RC015342

Morris, Judson H., Jr.
1982, 29 p. Paper presented at the Annual National Institute on Social Work in Rural Areas Meeting, Dubuque, IA. For related document, see RC 015 343
EDRS Price - MF01/PC02 plus postage
Language: English
Document Type: Project Description (141); Conference Paper (150)
Geographic Source: U.S.; South Carolina
Journal Announcement: RIENOV85

Describes successful Child Protective Services (CPS), York County, South Carolina, teacher inservice training program to increase teachers' abilities to identify child abuse/neglect. Program was also designed to improve cooperation between social workers and small school systems in rural areas. Following the narrative is a collection of material used for the inservice training–information regarding abuse/neglect, definitions, physical and behavioral indicators of child abuse/neglect, legal codes, a complaint form, and a child abuse/neglect test. (PM)

Innovative Approaches to Preventing Child Abuse: Volunteers in Action
ERIC - ED231540 PS013753

National Committee for Prevention of Child Abuse, Chicago, IL.

Jan. 1983, 38 p.
Available from: National Committee for Prevention of Child Abuse, 332 South Michigan, Suite 1250, Chicago, IL 60604 ($2.00)
EDRS Price - MF01/PC02 plus postage
Language: English
Document Type: Project Description (141)
Geographic Source: U.S.; Illinois
Journal Announcement: RIENOV83
Target Audience: Practitioners

This working paper (015) collects summary descriptions of 17 innovative community action programs designed to prevent child abuse. Located in different states and developed by a variety of different individuals and groups, these programs have used various approaches, focused on various populations, and attempted to reach different goals. Examples include (1) a parent education/support group for adolescent and inexperienced parents and parents-to-be; (2) a support group for young adults who have been abused; (3) a 30-minute drama (available as a live production or on videotape) for elementary school children, designed to increase their awareness of different kinds of touching, including sexual assault; (4) a parent education project using street theater performances directed toward "hard-to-reach" parent populations; and (5) a program for primary prevention of child abuse, implemented at the community level in a mobile home park. (RH)

Intervention with Infants at Risk for Abuse or Neglect
Sociological Abstracts - 1968221 85W4963

Martin, Harold P.
School of Medicine, Univ. of Colorado, Boulder 80309
Child Abuse and Neglect 8.2 (1984), pp. 255-260.
CODEN:CABND3
Country of Publication: United States
Language: English
Document Type: Abstract of Journal Article (aja)
Descriptors: Child Abuse; see also Child Neglect (81235): Intervention (240965)
Identifiers: Child abuse, At-risk infants, Intervention services need
Section Headings: Social welfare-the helping techniques (case work, group work, community organization) (6120)
Subfile: SOPODA

Addresses the need for direct services to infants at risk for abuse or neglect, emphasizing the advantages to the child of the integration of various kinds of treatment. Develops two suggestions: that empathy might be taught to parents through an educational mode; and that surrogate parenting, part-time, might be implemented routinely with mistreated children, at-risk infants, and perhaps for all infants. 15 references. (HA)

Multidisciplinary Institute for Child Sexual Abuse Intervention and Treatment Project
ERIC - ED251205 PS014739

Office of Programs. Texas State Dept. of Human Resources, Austin
Annual Report: Innovations in Protective Services, Sept. 1, 1983 - Aug. 31, 1984.
Sept. 30, 1984, 41 p. For related documents see PS 014 738-743
EDRS Price - MF01/PC02 plus postage
Language: English
Document Type: Project Description (141); Evaluative Report (142); Test, Questionnaire (160)
Geographic Source: U.S.; Texas
Journal Announcement: RIEAPR85
Government: State

Institute uses team approach to investigation, intervention, and treatment. Part I describes processes used to develop and implement the two-year Multidisciplinary Institute for Child Sexual Abuse Intervention and Treatment Project. Details methods used to develop a sound curriculum, help community professionals develop a team approach to training, and establish the institute as a continuing resource for training; also gives recommendations for replicating the institute. Part II reports findings of the impact evaluation conducted after the project's first year. Major findings indicate that the training increases knowledge of child sexual abuse identification, treatment, and intervention. Appendixes include the

questionnaires and the institute curriculum. (Author/CB)

Primary Prevention of Sexual Child Abuse: A Program of Direct Child Education
ERIC - ED237234 PSO13988

Severns, Elizabeth
Master's of Science thesis, Mar. 1983, 60 p.
EDRS Price - MFO1/PCO3 plus postage
Language: English
Document Type: Project Description (141)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEAPR84
Target Audience: Practitioners

Offers education for children on sexual abuse and molestation within the context of "good" and "bad" touching, and self-protection and self-assertion skills and techniques for practice; information for school personnel about child sexual abuse, available community resources, and implementation of a primary prevention program; opportunities for parent participation; and resources for program participants who become aware of personal problems concerning child abuse. Includes material on games, role-playing activities, and filmstrips to teach self-protection skills. Three appendixes offer program materials, bibliographic and organizational resources, and a list of related films and filmstrips; provide arguments countering objections to the program; and describe processes involved in the sexual abuse of children, including the nature of the experience, dynamics, consequences, and treatment. (RH)

A Study of Mothers and Children At Risk for Child Abuse
Psycinfo - 70-51881

Stringer, Sharon A.
DAI 43 (Jan. 1983): 7B. Univ. of Miami, FL
2369-2370 ISSN: 04194209
Journal Announcement: 7002
Language: English

Document Type: Dissertation
Descriptors: Mothers (32140); Social Perception (48320); Predisposition (39970); Child Abuse (08650); School Age Children (45540); Preschool Age Children (40160); Internal External Locus of Control (26150); Prediction (39940); Behavior Problems (05650)
Identifiers: Maternal perception of control by others and reports of child conduct disorders, Prediction of child abuse potential, Mothers and their 2-10 yr. olds
Section Headings: Behavior Disorders and Antisocial Behavior (3230)

We Help Ourselves (WHO): An Antivictimization Program for Children in Houston
ERIC - ED259492 EC180228

Culler, Ralph E., III
Texas Univ., Austin. 1985, 16 p.
Available from: Hogg Foundation for Mental Health, P.O. Box 7998, Austin, TX 78713-7998 ($.40)
EDRS Price - MFO1 plus postage, PC Not Available from EDRS
Language: English
Document Type: Project Description (141)
Geographic Source: U.S.; Texas
Journal Announcement: RIEDEC85

The WHO Program (We Help Ourselves) was developed to help children take responsibility for their own safety and learn to handle potentially dangerous situations that may lead to abuse. This cooperative effort by the Mental Health Association and the Houston Independent School District involves students in three age groups: grades K-3, 4-6, and 7-12. Issues addressed include physical abuse, assault, rape, sexual abuse, kidnapping, and domestic violence. Three principles underlie the WHO curriculum: (1) have a plan for personal safety, (2) have a plan for defensive action, and (3) ask for help. Volunteers present the curriculum and parents are asked to carry through knowledge and skill learning at home. Rules for parents are appended. (CL)

Programs for Physically and Intellectually Handicapped Students

5

Appleton Area School District

Multi-Occupational Aide (MOA)

Contact: Ken Kilgore, Appleton Area School District, P.O. Box 2019, Appleton, WI 54913, (414) 735-6149.

Children Served: Intellectually handicapped high school seniors

Description: The MOA program serves intellectually handicapped high school students through the Fox Valley Technical Institute. A two-week session at a local health/retirement center provides training in housekeeping, food services, and laundry. Students receive high school credit.

Bloomer School District

Designated Vocational Instruction

Contact: Catherine Burke, Bloomer School District, 1310 17th Avenue, Bloomer, WI 54724, (715) 568-5300.

Children Served: EEN students

Description: Designated Vocational Instruction is a work study program for EEN students. Notify contact person for more information.

Kaukauna Area School District

Project EFFORT (Employers on Focus for Occupation Ready Teams)

Contact: Kathy Feuerstein, Kaukauna Area School District, 101 Oak Street, Kaukauna, WI 54130, (414) 766-5711.

Children Served: Grades 9-12 EEN students

Description: Project EFFORT is a work experience program. It provides EEN students with job-seeking skills and work experience in school and community. A full-time staff member provides instruction and coordinates the work experience program.

Kiel Area School District

Experienced-Based Education (EBE)

Contact: Willard Liepert, Kiel High School, 210 Raider Heights, Kiel, WI 53042, (414) 894-2263.

Children Served: Handicapped students in grades 9-10

Description: The EBE program is an adaptation of EBEC for handicapped students. Students complete a career decision-making class in

ninth grade and a community experience in tenth grade. Academic work is tied to the experience program.

Verona Area School District

Designated Vocational Instruction

Contacts: Joel Newcomb and Bill Conzemius, Verona Area School District, 300 Church Street, Verona, WI 53593, (608) 845-6451.

Children Served: Handicapped high school students

Description: Designated Vocational Instruction attempts to develop entry-level vocational skills in handicapped students and provides transitional support to students in their post-secondary careers. Course sequences include a cooperative education/work experience program.

CESA 5

Sauk County Adolescent Needs (SCAN)

Contact: Ed Hawkinson, CESA 5, 626 East Slifer Street, Portage, WI 53901, (608) 742-8811.

Children Served: Emotionally disturbed 11-15-year olds with delinquency charges

Description: The SCAN program serves emotionally disturbed adolescents who cannot function successfully in a traditional EEN program and would be candidates for residential treatment. SCAN is a consortium consisting of the Baraboo, Reedsburg, River Valley, and Sauk Prairie school districts in conjunction with the Sauk County Department of Social Services. It intervenes prior to residential placement.

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Green Bay Area School District

Head Start Program

Contact: Jerry Whitehouse, Green Bay Area School District, 200 South Broadway, P.O. Box 1387, Green Bay, WI 54305, (414) 497-3986.

Children Served: Prekindergarten students

Description: This Head Start Program provides a comprehensive developmental program for three- and four-year-old preschool children from low-income families. Services are provided in education, health, mental health, nutrition, social services, and parent involvement.

Children are placed in either a center-based or home-based program. In the center-based program, they spend two and three-quarter hours a day, three days a week in a school setting. Each family receives a minimum of three home visits per year. In the home-based program, children are in a school setting one day a week, and the family receives one home visit per week.

Hamilton School District

Chapter 1 Program

Contact: Jan Jensen, Marcy Elementary School, W180 N4851 Marcy Road, Menomonee Falls, WI 53051, (414) 781-8283.

Children Served: Preschool through fourth-grade students identified as having a learning or developmental lag

Description: This program assists children with academic fitness, fine and gross motor coordination, and mathematical understanding.

Mishicot School District

Prekindergarten Summer School Program

Contact: Kenneth Baroun, Principal, O. H. Schultz Elementary School, Mishicot School District, Mishicot, WI 54228, (414) 755-2391.

Children Served: Prekindergarten students

Description: In this program, all incoming kindergartners attend summer school for two weeks as an adjustment to the school setting. If the screening process identifies them as having potential academic or social difficulties, students remain in summer school for six weeks.

Kindergarten/Transitional Program

The district also has a kindergarten/transitional program for students identified as not academically or socially ready for regular first grade.

New Holstein School District

Preschool Chapter 1 Program

Contact: Barbara Schaefer, New Holstein Elementary School, 2226 Park Street, New Holstein, WI 53061, (414) 898-4208.

Children Served: Preventative program for four-year-old students

Description: Patterned after Head Start, selected 4-year-olds in this program start to work in groups to prepare them for school and learning tasks.

Transitional First Grade Program

Contact: Joseph Wieser, Principal, St. Cloud Kindergarten Elementary School, St. Cloud, WI 53079, (414) 898-4208.

Children Served: Kindergarten and first-grade students

Description: This program is a step between kindergarten and first grade. An all-day readiness approach with a strong focus on reading is emphasized.

Racine Unified School District

Parent-Child Orientated Class

Contact: Roger Jones, Racine Unified School District, 2220 Northwestern Avenue, Racine, WI 53404, (414) 631-7171, ext. 422.

Children Served: Preschool

Description: The philosophy of the Parent-Child Orientated Class is that parents are a child's first and most important teachers, and the home is the first and most important learning environment. Staff members provide guidance and advice to help parents teach their children. Classroom experiences and the learning activity kits for "at-home work" are planned.

The program has a capacity of 200 children and their parents. Class sessions are scheduled at a variety of times to accommodate parents' working hours. Each session is approximately two hours long. For the first 10-15 minutes, children, parents, and staff join in group activities. This is followed by an explanation of the day's activities. During the next 45 minutes, parents try teaching techniques with their children at learning stations, and the staff circulates and coaches. The rest of the time is spent with parents and children in separate areas. A staff person plans and supervises activities for the children, emphasizing language, listening skills, music, and movement. While the children are involved in group activities, parents meet with a teacher to discuss various aspects of the program, child development, and parenting skills.

Before going home, parents select a learning activity kit geared to their child's learning level and needs. The kits are brought back the following week and exchanged. Puzzles and books are also available for parents to check out and use at home with their children.

Four-year-old participants have the opportunity to attend additional sessions without their parents. This provides a transitional experience for kindergarten. The activities for these sessions include language, listening skills, music, and movement.

Preprimary Class Program

Contact: Roger Jones, Racine Unified School District, 2220 Northwestern Avenue, Racine, WI 53404, (414) 631-7171, ext. 422.

Children Served: Kindergarten students in need of additional learning experiences before first grade

Description: The preprimary class helps children acquire the language development, mathematics, and reading readiness skills needed to succeed in first grade.

Class size is limited to 17 for the full-day program. A teacher and full-time aide provide immediate assistance to students or give instruction in small groups. The program attempts to give children positive experience with learning and school.

Parents are also encouraged to become involved in their children's education. The teacher assists parents who may lack the skills to help their children succeed in school.

Richland School District

Chapter 1 ECIA

Contact: Elda Fry, Chapter 1 Coordinator, Richland School District, 125 South Central Avenue, Richland Center, WI 53581, (608) 647-6106.

Children Served: Preschool to grade 3 educationally disadvantaged students

Description: This program gives children remedial help in reading and mathematics. Participants gain school-readiness skills. Efforts to improve self-image are made with each student.

Waukesha School District

District Screening Program

Contact: Jim Rice, School Psychologist, Student Services and Exceptional Education, 222 Maple Avenue, Waukesha, WI 53186, (414) 521-8737.

Children Served: Three-, four-, and five-year olds

Description: Approximately 50 percent of the parents in the district have their 3-, 4-, or 5-year-old children screened. Referrals are made as necessary to school or community programs which include 4-year-old kindergarten, early childhood EEN, Chapter 1, Head Start, and 51.42 programs for developmentally disabled.

Kindergarten Readiness

Contact: JoAnne Trebatoski, Early Childhood Program Support Chairperson, Waukesha School District, 222 Maple Avenue, Waukesha, WI 53186, (414) 521-8831.

Children Served: At-risk four-year olds

Description: The Kindergarten Readiness program is available to four- and five-year-old at-risk students with developmental problems which could hinder kindergarten adjustment.

Teacher Aide Program

Contact: Pascal DeLuca, Executive Director of Operations, Waukesha School District, 222 Maple Avenue, Waukesha, WI 53186, (414) 521-8860.

Children Served: All students

Description: This program provides 244 hours of aide time in kindergarten, first, and second grade. Aides give support to low-functioning students.

West Bend School District

Developmental K-1

Contact: Dale Loestby, Principal, Barton Elementary School, 614 School Place, West Bend, WI 53095, (414) 338-5511.

Children Served: Kindergarten students showing deficiency in language acquisition and skills

Description: This three-year developmental K-1 program identifies preschool students using the Gazell model. Students in need are placed in "young kindergarten" during their first year, followed by pre-first grade the second year, and regular first grade the third year.

Transitional First Grade Program

Contact: John Cain, Principal, Fair Park Elementary School, 519 North Indiana Avenue, West Bend, WI 53095, (414) 338-5515.

Children Served: Kindergarten students with significant variance between language skill achievement and expectations

Description: Students identified in kindergarten as being deficient in language skills are placed in a transitional first grade during their second year in school. Depending on their achievement, students may be placed in first or second grade after transitional first grade.

School-Age Parent Programs 7

Baraboo School District

School-Age Mothers

Contact: Rose Lee, Baraboo School District, 101 Second Avenue, Baraboo, WI 53913, (608) 356-8749.

Children Served: Pregnant teenagers

Description: This program provides instruction in both pre- and postnatal care. In addition, it provides homebound instruction.

Beaver Dam Unified School District

School-Age Mothers and Child Care Lab Programs

Contact: Emmet Weber, Beaver Dam Unified School District, 705 McKinley Street, Beaver Dam, WI 53916, (414) 887-7131.

Children Served: Pregnant teenagers and school-age mothers

Description: This program provides tutorial help for pregnant teenagers and child care while school-age mothers attend regular classes.

Beloit School District

School Age Mothers (SAM)

Contact: Nancy Gurrie, Director of Curriculum, Beloit School District, 1633 Keeler Avenue, Beloit, WI 53511, (608) 364-2149.

Children Served: Teenage parents

Description: This school-age mothers program provides instruction for young women who have become pregnant and choose to continue their education in an alternative setting. The program continues academic instruction as well as providing instruction in pre- and postnatal care.

Eau Claire Area School District

School-Age Mothers (SAM)

Contact: Lynn Paloski, Eau Claire Area School District, 500 Main Street, Eau Claire, WI 54701, (715) 834-8104.

Children Served: School-age mothers

Description: Services are provided for at-risk and pregnant girls at the secondary level.

Green Bay Area School District

School-Age Parent Program

Contact: Ellen Thiede, Green Bay Area School District, 200 South Broadway, Green Bay, WI 54303, (414) 497-4078.

Children Served: Pregnant teenagers and school-age parents

Description: Pregnant teens receive prenatal care, nutrition education, social service information, and LaMaze and child care training. Peer support is a positive motivational factor. Students in grades 6 to 12 and ages 12 to 20 have been served.

Subjects include business education, language arts, mathematics, family living, and arts and crafts. Counseling services of teachers and school social workers are used. Physical education consists of simple games and exercises. Students also work with young children at a local nursery. First aid will soon be added.

Marinette School District

Single Parent Program

Contact: Sandy Corwin, Marinette School District, 1010 Main Street, Marinette, WI 54143, (715) 732-0171.

Children Served: Single parents

Description: This program, established under a Carl Perkins Act grant, serves single parents by providing academic, child care, and employability training.

Milwaukee Public Schools

Parenting Skills

Contact: June Martin Perry, Executive Director, New Concept Self Development Center, Inc., 636 West Kneeland, Milwaukee, WI 53212, (414) 271-7496.

Children Served: Teenage parents

Description: Funded for the 1985-87 biennium by the Department of Health and Social Services with $58,333 in general program revenue, this program teaches parenting skills to high-risk parents in Milwaukee. A multidisciplinary team including a nurse, social worker, and child development specialist work with parents to increase their sense of adequacy. Parents learn to enhance their child's development, interact with their child, understand their child's needs, and cope with stress.

Onalaska School District

School-Age Parent Program

Contact: Pamela Pager, Onalaska School District, 612 Main Street, Onalaska, WI 54650, (608) 783-4610.

Children Served: School-age parents

Description: Students attend regular classes and participate one period per day in the School-Age Parent Program. In addition to receiving information on pre- and postnatal care, students are involved in specially designed physical education and homebound instruction as needed. Vocational and career planning is also done.

Palmyra-Eagle Area School District

Pregnant Teen/SAM Program

Contact: Tiiu R. Gray-Fow, Palmyra-Eagle Area School District, 709 Maple Street, Palmyra, WI 53156, (414) 495-2136.

Children Served: School-age mothers

Description: Individualized counseling encourages both school attendance until the end of pregnancy and an early return after childbirth. Reducing the social isolation that occurs with long absences is important in preventing pregnant teens and school-age parents from dropping out.

Sheboygan Area School District

Teenage Parent Program (TAP)

Contacts: Michael Weber or Peg Cook-Pipping, Sheboygan Area School District, 830 Virginia Avenue, Sheboygan, WI 53081, (414) 459-3540 or 459-3539.

Children Served: School-age parents

Description: This supplemental program is for the student who is pregnant or has already delivered her child. The student receives information about the birthing process, nutrition, and health care. Counseling is provided by community agency staff. Child care planning and procedures are emphasized. The student is introduced to supportive community resources. Tutorial instruction is also provided for the student who continues in the regular high school curriculum.

Superior School District

Teen Parent Program

Contact: Andrea Hammann, Superior School District, 823 Belknap Street, Superior, WI 54880, (715) 394-0433.

Children Served: Teenage parents

Description: This community-based program is sponsored jointly by the Superior School District, Douglas County Departments of Public Health and Social Services, Northwestern Community Action Agency, United Cerebral Palsy, Superior Memorial Hospital, University of Wisconsin Extension, Lutheran Social Services, Health Care Clinic, and Human Resource Center.

Coordination responsibilities are shared. Currently funded by a grant secured by the Health Care Clinic, all participating agencies provide staff time. In addition, the school district and Memorial Hospital have provided consumable supplies and texts.

Waukesha School District

School-Age Mothers Program

Contact: Rebecca Gross, Social Worker, Waukesha School District, 222 Maple Avenue, Waukesha, WI 53186, (414) 521-8836.

Children Served: School-age mothers

Description: This alternative school for school-age mothers uses a variety of interagency and district personnel. Approximately 10-15 students are taught parenting skills. They also receive counseling to keep them from dropping out and to aid their return to regular school.

Wausau School District

Single Parent Program

Contacts: Gary Leonard or Joan Pagel, Wausau School District, 1018 South Twelfth Avenue, P.O. Box 359, Wausau, WI 54401, (715) 848-2934.

Children Served: School-age parents

Description: This program focuses on careers, employability skills, and vocational needs so pregnant students or school-age parents can remain in school to complete credits toward graduation. Students in the program explore careers, develop a training plan, and work to gain marketable skills.

Support services include child care, transportation, counseling, remedial help in basic skills, and access to health and social services.

Wisconsin Rapids School District

School-Age Parents

Contact: Sue Alft, Wisconsin Rapids School District, 510 Peach Street, Wisconsin Rapids, WI 54494, (715) 423-1520.

Children Served: Pregnant teens and school-age parents

Description: This program serves as a support group for students as well as parents. Outside resources and guest speakers assist in addressing the needs of pregnant teens and school-age parents.

CESA 9

Holistic Primary Prevention of Adolescent Pregnancy

Contact: Joan Sayre, CESA 9, P.O. Box 449, Tomahawk, WI 54487, (715) 453-2141.

Children Served: General and high-risk adolescents

Description: This project encourages adolescents to postpone sexual involvement and to develop life planning skills. A multiagency project, it involves schools and social services agencies.

Skill streaming groups are used with females 10 to 15 years of age who have been sexually abused or involved, who are status offenders, or who are having difficulty with their peers. It is also used with high-risk, special education students ages 10 to 18 who show an inability to link behavior to future consequences and are especially vulnerable to exploitation. The groups use role modeling to teach decision making and assertiveness. The program emphasizes planning; work preparation and experience; and other support services.

Parents and students (grades 6-8) receive training in the parent/student training group, developing skills to resist pressures to become sexually involved before they are ready.

The Choices-Challenges Home Training Program is targeted to ninth- and tenth-grade students. Parents learn to help their children in future and long-term planning.

CESA 11

Prevention of Teenage Pregnancy Project

Contact: Barb Wehman, CESA 11, P.O. Box 728, Cumberland, WI 54829, (715) 822-4711.

Children Served: Adolescents

Description: Classroom instruction on life skills and options are either integrated into existing courses or offered as separate courses to prevent early sexual activity and teenage pregnancy.

In addition, peer facilitators provide information and referrals, lead small group sessions (along with adults), act as role models, identify local adolescent issues, and develop strategies to address those issues. Over 150 students have been selected by their schools for training as peer facilitators at summer workshops. Parent education is also offered through public health agencies and the schools.

The project is expected to reach over 6,000 high school students and their parents in 16 public schools in Washburn, Pierce, Polk, Barron, Dunn, and St. Croix counties at a cost of $107,061.

Community Action Programs

Adolescent Self-Sufficiency

Contact: Lori Olson, Southwestern Wisconsin Community Action Program, 149 North Iowa Street, Dodgeville, WI 53533, (608) 935-2326.

Children Served: Teenage parents who are receiving AFDC

Description: Funded with $107,816 from the Wisconsin Educational Opportunity Program, this Iowa, Lafayette, and Richland counties program helps teenage parents become self-sufficient, remain in school, delay subsequent

pregnancies, provide adequate nutrition to offspring, and increase parenting skills.

Group sessions help students develop goals, enhance self-esteem, develop positive attitudes about life options, and find and maintain employment. The program provides or arranges child care and transportation.

Coulee Region Teen Pregnancy Prevention

Contact: Kathy Ugo, Coulee Region CAP, 201 Melby Street, Westby, WI 54667, (608) 634-3104.

Children Served: Female adolescents from families receiving AFDC

Description: This project is targeted to female adolescents from families receiving AFDC in Crawford, La Crosse, Monroe, and Vernon counties. Participants are referred by county social services departments.

A preliminary evaluation found many participants needed basic self-development assistance due to low self-esteem. Services include counseling; development of individualized education and career plans; job-seeking, readiness, and employment skills; transportation; and other support services.

The project was funded with $86,431 of Wisconsin Employment Opportunity Program money and is expected to serve about 160 youths.

Dane County Adolescent Pregnancy Prevention Project

Contact: Peg Scholtes, Family Enhancement Program, 605 Spruce Street, Madison, WI 53703, (608) 256-3890.

Children Served: Teenage parents and other high risk teenage women

Description: This project studied factors contributing to early, unintended pregnancies and developed a community task force. It also trained teen parents as volunteers to conduct workshops, and provided support groups for teen parents. The project provides a reproductive clinic for male adolescents and health services for young women at high risk of early pregnancy. A curriculum, aimed at adolescent pregnancy prevention, is being developed.

The project is a result of the collaboration of the Family Enhancement Program, Madison Community Health Center, Choices, UW School of Nursing, and Project Connect (a Family Enhancement project). It received $187,300 of Social Services Block Grant funds.

Department of Health and Social Services

Early Identification of Pregnancy Projects

Contact: Millie Jones, Healthy Birth Program Specialist, Wisconsin Department of Health and Social Services, Division of Health, 1 West Wilson Street, Madison, WI 53701, (608) 267-3561.

Children Served: Teenagers who would not otherwise have access to prenatal services

Description: Fourteen projects serving 31 counties have been funded by the Healthy Birth Initiative. These projects are designed to foster early diagnosis of pregnancy and early initiation of prenatal care.

Projects are targeted to women who would not otherwise have access to prenatal services, including pregnancy tests; comprehensive screening, information, counseling and referral on continuing the pregnancy; education and counseling on health and nutrition; and referral and follow-up for medical, social, and financial services.

The projects serve areas of the state in which 25 percent of women do not receive prenatal care in the first trimester of pregnancy or in which more than 150 women do not receive care in the first trimester. The program was funded by $275,000 from Maternal and Child Health Block Grants. This represents a cost of $23 per client.

Early identification projects are operated by Beloit Health Department (Rock County); Wisconsin Winnebago Business Community (Wisconsin Winnebago Tribal Members in Clark, Eau Claire, Jackson, La Crosse, Marathon, Sauk, and Wood counties); Planned Parenthood of Wisconsin (Vilas, Chippewa, Dane, Dodge, Eau Claire, Fond du Lac, Jefferson, Kenosha,

Manitowoc, Milwaukee, Outagamie, Sauk, Sheboygan, Walworth, Washington, Waukesha, Waupaca, Winnebago, and Wood counties); Family Planning of Racine (Racine County); Milwaukee Indian Health Board (Milwaukee County); Health and Nutrition Services of Racine (Racine County); New Concepts Self Development Center, Inc. (Milwaukee County); NEWCAP, Inc. (Florence, Forest, and Marinette counties); Clark County Public Nursing; Barron County Public Health Agency; La Crosse Health Department (La Crosse County); Western Dairyland EOC, Inc. (Jackson County); Polk County Public Health Nursing; and Family Planning Health Services (Lincoln and Marathon counties).

Family Planning and Reproductive Health Programs

Contact: Mike Vaughn, Family Planning Program Consultant, Department of Health and Social Services, 1 West Wilson Street, Room 131, Madison, WI 53701, (608) 266-3959.

Children Served: High-risk teenage women

Description: Information, counseling, and contraceptive services are provided by both private and public medical clinics and health programs. The Division of Health ensures low-income people access to services by funding programs with a combination of state and federal dollars. In 1985, $1.8 million from Maternal and Child Health Block Grants and $1.8 million of federal Title X funds were allocated. Family planning and reproductive health programs increase women's ability to decide whether and when to become pregnant and promote positive reproductive health practices. Some of the programs offer groups for teenagers.

In 1984, 30,000 teeage women received family planning services in Wisconsin. They represent about 36 percent of the total clients. These programs are available to residents in about two-thirds of the state's 72 counties and meet an estimated 25 percent of the need for services. Some programs fill a gap in medical services for adolescents who, as they make the transition from pediatric services, often do not receive comprehensive health care instruction or services.

Project Model Health

Contact: Baxter Richardson, Project Model Health, 1 West Wilson Street, Madison, WI 53701, (608) 267-7321.

Children Served: Students in grades 7-9

Description: The Division of Health is piloting a grade 7-9 health curriculum in three schools (one in Waunakee and two in Beloit). It aims to help adolescents make responsible decisions about their health. The project attempts to increase the ability and motivation of adolescents to delay sexual intercourse using a variety of teaching techniques. College students and teachers serve as role models and instructors. Students learn social skills to reduce the influence of peers and media on their decisions and to practice decision-making skills through role playing situations.

The fiscal 1985 budget of $446,000 was provided through a combination of federal and state dollars.

Women, Infants, and Children Program (WIC)

Contact: Linda Sunstad, Director, Wisconsin WIC Program, Department of Health and Social Services, Division of Health, 1 West Wilson Street, Madison, WI 53701, (608) 266-2148.

Children Served: Economically disadvantaged pregnant teenagers

Description: This program seeks to decrease premature births, low birth-weight infants, and health problems by providing nutrients likely to be lacking in the diets of low-income women and children. Many of the women served by WIC are under age 20.

There are 57 WIC projects in Wisconsin. Funded by federal dollars and administered by DHSS, WIC clinics are operated by local public health and private nonprofit health agencies, Indian organizations, and community action agencies. During 1984, there were between 4,000 and 6,000 eligible Wisconsin people on waiting lists for these services.

WIC clinics conduct health and diet evaluations, provide nutrition and home-management education, and provide health care referrals and drafts which can be used to purchase specified foods.

La Crosse Lutheran Hospital

Teen Health Service

Contact: Tim Skinner, Teen Health Service, La Crosse Lutheran Hospital, 1910 South Avenue, La Crosse WI 54601, (608) 785-0530, ext. 3683.

Children Served: Adolescents or young adults, under age 20, who have health-related concerns

Description: A team of health care professionals provides education and counseling on family life, human sexuality, nutrition, health awareness, pregnancy prevention, teenage pregnancy adjustment, teenage parenting, developing self-esteem, and other relevant issues.

Teen Health Services attempts to reduce child illness and pediatric complications by providing timely services to pregnant teenagers. These services include nutrition counseling, prenatal care, and health management courses. Emphasis is given to developing parenting skills. Community services available to young parents are also outlined.

This comprehensive adolescent health service was funded in fiscal year 1985 with $182,775 from Maternal and Child Health Block Grants. An outreach program encourages teenagers to come for services when they are needed.

Milwaukee Comprehensive Community Health, Inc.

Teen Education and Comprehensive Health (TEACH)

Contact: Patricia McManus, Health Administrator, Milwaukee Comprehensive Community Health, Inc., 1747 North Sixth Street, Milwaukee, WI 53212, (414) 264-5717.

Children Served: Inner-city adolescents

Description: This project links a multipurpose community health clinic with an inner-city high school in Milwaukee's North Division High School district to provide a comprehensive adolescent health care center. The goal is to reduce the number of teenage pregnancies by providing reproductive information in a confidential, low-stress setting. The project attempts to promote positive health practices among teenagers.

Specific services which may be arranged or provided include prenatal and postnatal care; nutrition education; information on alcohol and drug use/abuse; and information on reproduction, birth control, and factors that contribute to early pregnancy.

A number of public and private agencies and organizations in Milwaukee are involved. The project is funded with $233,000 of Social Services Block Grants, Maternal and Child Health Block Grants, and general program revenue.

Waukesha YWCA

Adolescent Pregnancy Prevention

Contact: Karen Schmitt, Christoph Memorial YWCA, 306 North West Avenue, Waukesha, WI 53186, (414) 547-1872.

Children Served: Grades 5-12

Description: The project provides information to prevent teenage pregnancies. Divided into four components, it provides a basic human growth and development course for fifth and sixth graders. A special group helps parents of these students handle sexuality education.

About 18 teenagers are trained to discuss the factors which influence decision making regarding sex among seventh-grade students. Peer educators and adults present a prevention curriculum called "No as an Option." This curriculum emphasizes how to make independent decisions and describes alternate ways teenagers can react to pressures, especially those regarding sexual activity.

The fourth component is geared to parents and provides guidance in responding to their children's sexuality.

The project is directed to more than 3,000 youths and their parents, primarily from low-

income families in Waukesha County. It received $47,752 in Social Services Block Grant funds.

Instructional Television Program

Adolescent Pregnancy Prevention

Contact: Eileen Littig, Director and Producer, NEWIST, 2420 Nicolet Drive, Green Bay, WI 54301-7001, (414) 465-2599.

Children Served: Ages 12-16

Description: Three instructional television programs, one for girls, one for boys, and one for teacher training, explore adolescent pregnancy. The 30-minute programs look at real situations and address the consequences, causes, and prevention of adolescent pregnancy. These programs use the positive youth development model of self-concept strengthening, coping skills, decision making, and alternatives.

Out-of-State Program: Michigan

Teens Learning to Care (TLC)

Contact: Karen Eckert, Program Coordinator, Oxford Community Education, 105 Pontiac Street, Oxford, MI 48051, (313) 628-9920.

Children Served: Young parents and expectant parents and their children

Description: TLC provides a supportive atmosphere for the young parent and child. School-age students who have children or are pregnant may enroll. Classes meet Monday through Thursday, allowing students to earn up to two and one-half credits per semester. Academic classes are supplemented by instruction on pregnancy, child development, parenting, consumer skills, decision making, and career planning. Group and individual counseling is given by the adult education counselor and a social worker from family and children's services. County public health nurses meet with students each week for health instruction and medical evaluations.

Child care is provided in the state licensed nursery and toddler center. Families and young fathers may participate in the counseling and support group.

Out-of-State Program: Missouri

Teenage Parent Center

Contact: Jasper Harris, Director, Division of Special Education and Pupil Services, Kansas City School District, 1211 McGee Street, Kansas City, MO 64106, (816) 221-7565.

Children Served: School-age parents

Description: The Teenage Parent Center began in 1971 to prevent pregnant girls from dropping out of school; to improve their educational and job skills; and to help maintain or improve their health and welfare during pregnancy, childbirth, and postpartum.

The center staff includes a nurse, a counselor, and a part-time social worker. The nurse counsels on sex, motherhood, the birth process, family relationships, and child care. She acts as a liaison between the school and various health agencies involved in the student's health care. The counselor provides career, vocational, and college information. The social worker helps link the student with supportive community services.

The academic program consists of English, mathematics, biology, human sciences, civics, world history, current affairs, speech, typing, accounting, general business, clerical practice, art, and home economics, including family living. Instruction is mostly on an individual basis. Community resources are used to enrich the program.

An Infant Care Unit was opened in March 1981. It helps students develop parenting skills and at the same time provides infant care so school-age parents can continue their education.

Suicide Prevention Programs and Information 8

Shawano-Gresham School District

Personal Growth

Contact: Jacqueline Ackerman, Assistant Principal, Shawano High School, 1050 South Union, Shawano, WI 54166, (715) 526-2175.

Children Served: Students with suicidal tendencies

Description: This program uses group counseling techniques to identify, screen, and counsel students with suicidal tendencies.

Department of Public Instruction

Suicide Prevention: A Resource and Planning Guide

Contact: William Berkan, Wisconsin Department of Public Instruction, Bureau for Pupil Services, 125 South Webster Street, Madison, WI 53707, (608) 266-7051.

Children Served: All

Description: This is a comprehensive guide for developing suicide prevention programs.

Instructional Television Program

Suicide Prevention

Contact: Eileen Littig, Director and Producer, NEWIST, 2420 Nicolet Drive, Green Bay, WI 54301-7001, (414) 465-2599.

Children Served: Grades 6-12

Description: This is a 30-minute instructional television program on the causes and prevention of youth suicide. It aids youth, parents, and teachers in identifying and dealing with potential suicide victims and preventing suicide through discussions, support groups, decision making, problem solving, self-concept strengthening, and coping with peer pressure.

Out-of-State Program: Colorado

Youth In Crisis

Contact: Sopris West, Inc., 1120 Delaware Avenue, Longmont, CO 80501.

Children Served: All

Description: This prevention program aims at establishing an awareness of and an ability to

respond to suicide. Districts can select all of the program or those parts appropriate to their communities. This is the material upon which the Cherry Creek School's suicide prevention was based. Cost: $20.00.

Out-of-State Program: Massachusetts

What about Depression?/What about Suicide?/About Self-Esteem

Contact: Channing L. Bete Co., Inc., 200 State Road, South Deerfield, MA 01373.

Children Served: All

Description: Used together, these scriptographic booklets form a unit on suicide awareness and prevention. May be used at junior high and high school levels. Available in lots of 100 or more at $.90 each.

Out-of-State Programs: Minnesota

Suicide: Questions and Answers

Contact: Adina Wrobleski, 5124 Grove Street, Minneapolis, MN 55436-2481.

Children Served: Parents of children at risk and school personnel

Description: This booklet gives background facts on suicide in general and is useful in helping professionals and other adults understand the problem.

Suicide: The Danger Signs

Contact: Adina Wrobleski, 5124 Grove Street, Minneapolis, MN 55436-2481.

Children Served: Parents of children at risk and school personnel

Description: This concise, comprehensive explanation of the signs of impending suicide is a resource book for professionals and other adults who work with and around youth.

Suicide: Your Child Has Died

Contact: Adina Wrobleski, 5124 Grove Street, Minneapolis, MN 55436-2481.

Children Served: Parents and teachers of suicide victims

Description: This booklet provides a positive approach to dealing with survivors and background information for staff who must deal with the aftermath of youth suicide. Cost: $4.95.

Out-of-State Program: Nebraska

Suicide of a Child - For Parents Whose Child Has Committed Suicide

Contacts: Joy and Marvin Johnson and Adina Wrobleski, Centering Corporation, P.O. Box 3367, Omaha, NE 68103-0367.

Children Served: Parents and teachers of suicide victims

Description: This booklet is for family members after a child's suicide. It contains background material for staff who must deal with survivors. Cost: $3.00.

Out-of-State Program: New Jersey

Adolescent Suicide Awareness Training Manual

Contact: New Jersey State Department of Education, 225 West State Street, Trenton, NJ 08625.

Children Served: All

Description: This is a short course on youth suicide and appropriate intervention. This pub-

lication forms a basis for local district program development. Cost: $13.00.

Out-of-State Program: Ohio

Prevention of Teenage Suicide: A Comprehensive, Proactive Program

Contact: Southwest Community Health Centers, Inc., 199 South Central Avenue, Columbus, OH 43223.

Children Served: All

Description: This community-based, school-focused program is similar to Cherry Creek's. It contains training materials, news releases, referral forms, and other materials. Cost: $160.00.

Out-of-State Programs: Pennsylvania

Project Alive

Contact: Family and Children's Service of Lancaster County, 630 Janet Avenue, Lancaster, PA 17601.

Children Served: All

Description: This is an audiocassette tape with an accompanying lesson book and student handouts. The tape is a dramatization of a teenage suicide attempt. Warning signs, what to do, coping skills, and factors contributing to adolescent suicide are covered. This is suitable for stimulating discussion in a high school classroom and teaching students that help is available. Cost: $10.00.

Suicide Prevention Training Manual

Contact: Merck Sharp and Dohme, North Wales Press, Inc., P.O. Box 1486, North Wales, PA 19454.

Children Served: Parents and teachers of children at risk

Description: This 14-lesson course for adults helps them deal with the facts about suicide in a manner that leads to understanding of and empathy with the suicidal person. It works to improve the ability to recognize a suicidal person and to increase the knowledge of what steps to take to prevent suicide attempts. This course is geared to suicide in general and can be used for communitywide training. Cost: $12.00.

Out-of-State Program: Virginia

The Adolescent Suicide Prevention Program

Contact: Myra Herbert, Social Worker, Fairfax County Public Schools, Department of Student Services and Special Education, Belle Willard Administration Center, 10310 Layton Hall Drive, Fairfax, VA 22030.

Children Served: All

Description: This publication contains a brief description of the steps Fairfax County Schools took to establish a prevention program. It contains suggestions for audiovisual resources, workshop formats, sample agendas, and discussion examples. This is a program description which allows districts to fill in details suitable for their own communities. It does not contain a comprehensive program complete with all the necessary materials. Cost: $10.00.

Resources

Pamphlets

Contact: North Wales Press, Inc., P.O. Box 1486, North Wales, PA 19454.

The cost shown is for 25 copies.

Before It's Too Late: $7.50

Suicide in Young People: $7.50

Suicide–It Doesn't Have to Happen: $7.50

Suicide in Youth and What You Can Do About It – A Guide for School Personnel: $7.50

Suicide in Youth and What You Can Do About It – A Guide for Students: $6.25

Suicide Prevention in the Classroom: Curriculum Guide: $12.00

Suicide and How to Prevent It: $9.25

Audiovisual Materials

Did Jenny Have To Die? Preventing Teen Suicide. Sunburst Communications, 39 Washington Avenue, Pleasantville, NY 10570-9971.

Story of one teen's suicide which covers all of the material needed to inservice staff or students. The focus on one case allows viewers to clearly identify the process involved in a teenager taking one's own life. Caution: the precipitating incident which leads to Jenny's suicide is her breakup with her boyfriend. The breakup involves an abortion which may detract from the story's usefulness in some communities. Cost: $149.00 for filmstrip; $159.00 for videocassette; and $179.00 for U-Matic. Suitable for use with grades 9-12.

Sudden Adolescent Death – How To Prevent It. Human Relations Media, 175 Tompkins Avenue, Pleasantville, NY 10570.

Uses case histories to teach youths their role in preventing the suicide of their peers. Also deals with adolescent death through reckless driving, drug abuse, and violence. Cost: $108.00.

Teens Who Chose Life: The Suicidal Crisis. Sunburst Communications, 39 Washington Avenue, Pleasantville, NY 10570-9971.

Focus on teenage suicidal behavior by telling the stories of three youths who attempt suicide but survive. Realistic presentation raises feelings that viewers need to deal with through a discussion period. Available in filmstrips or videocassette. Cost: $149.00 for filmstrip; $150.00 for videocassette; $179.00 for U-Matic. Suitable for grades 8-12.

Truancy Prevention Programs and Projects 9

Saint Francis School District

Mariner Mac Attack Program

Contact: Mary Martin, Counselor, Saint Francis High School, 4225 South Lake Drive, Saint Francis, WI 53207, (414) 481-2840.

Children Served: All students

Description: This high school incentive program rewards students for perfect attendance. Through the cooperation of McDonald's, students with perfect attendance for an entire nine-week grading period receive a pass for complimentary products. This pass is good daily for the entire next grading period. In addition, the class with the highest attendance percentage each quarter is recognized at an assembly with a plaque. Each member of that class receives a ticket good for one free McDonald's item. At the end of the year, students with perfect attendance records for the second, third, and fourth quarters receive special recognition.

Somerset and New Richmond School Districts

New Richmond-Somerset Area Collaboration Committee

Contact: Tom Coughlin, Administrator, Somerset School District, 625 Sunrise Drive, Somerset, WI 54025, (715) 247-3313; or Mike Ballard, Director of Pupil Services, New Richmond School District, 152 East Fourth Street, New Richmond, WI 54017, (715) 246-2116.

Children Served: All

Description: This program was implemented in the 1985-86 school year by a collaboration committee of New Richmond and Somerset school officials; the St. Croix County District Attorney; and mental health, law enforcement, juvenile court, and social service personnel. Schools monitor screening mechanisms to detect students with 85 percent or less attendance each quarter.

Schools then send a letter to the parent(s); arrange parent(s) interviews to discuss solutions to the attendance problem; request that the district attorney explain, in writing, potential legal consequences; refer the case to the collaboration committee for evaluation; and document the steps for St. Croix County Social Services.

West Allis School District

Parent Absent Report Program

Contact: Ervin S. Yanke, Director of Instructional Services, West Allis School District, 9333 West Lincoln Avenue, West Allis, WI 53227, (414) 541-8080, ext. 323.

Children Served: All students K-12 but especially the poorly motivated

Description: Parents are notified prior to the opening of school of the attendance policy which requests that they call before 9:00 a.m. if their child will be absent. Those who do not call by 9:00 a.m. are notified by the school that the student is absent.

Out-of-State Program: Arkansas

Attendance Incentive

Contact: Jeanne Spitler, Counselor, Walter Northway School, Northway, AK 99764.

Children Served: Preschool – 12

Description: This program incorporates both short- and long-term goals to improve students' attendance through a rewards system of free pop, popcorn, hamburgers, movies, book bags, medals, and plaques. Awards for perfect attendance are given every quarter, semester, and year. Parents are also notified each day a student is absent and are encouraged to help students maintain regular attendance.

Out-of-State Program: Illinois

Truant Alternative Program – On Needs Early (TAP-ONE)

Contact: Janice Chmela, Attendance Improvement Manager, Bureau of School Attendance, 1819 West Pershing Road, 6 Floor Center, Chicago, IL 60609.

Children Served: All chronic truants and out-of-school youth returned to school

Description: TAP-ONE is a multisite demonstration model funded by the State of Illinois and designed to accurately diagnose causes of student truancy and develop positive responses to reduce it. The model emphasizes school, home, and community resources in diagnosis, planning, and treatment.

Attendance Improvement Managers (AIM), assigned to each target school, prepare and continuously update individual student profiles for participants. The AIM coordinates daily group guidance sessions, monthly "life planning" sessions, individual and family counseling sessions, and other individual services such as home visits, telephone calls, interventions with teachers and administrators, and referral to appropriate school professionals and community agencies.

Out-of-State Program: Indiana

Cash Award Boosts Attendance

Contact: Marshall Moore, Division of Pupil Personnel, Richmond Schools, Richmond, IN 47374.

Children Served: High school students who are average to below average in achievement

Description: The program presents a $100 check for "perfect attendance" every period, every day, for an entire year. It is supported by industry and businesses within the community. Program results show that 217 out of 1,650 tenth, eleventh, and twelfth graders achieved the perfect-attendance goal and also raised their grades.

Out-of-State Program: Iowa

Positive Approach to Good Attendance Through Grading

Contact: Robert D. Blasi, Senior High Principal, East Fourth Street, Glenwood, IA 51534, (712) 527-4897.

Children Served: All students and their parents

Description: Roll is recorded each period. Teachers assign academic achievement grades at the end of nine weeks and then add bonus points for attendance. Students are not counted absent if they are involved in another school activity that has been arranged by the school. There is a 10-percent bonus for perfect attendance. For each day missed, one percentage point is subtracted from the maximum.

To assure that no grade is lowered, attendance bonus points are added to academic points after the grade scale has been established.

In this system, a student can raise a grade from a C+, for example, to a B– or possibly a B, depending on the number of attendance bonus points. The method also rewards lower ability students for regular attendance and, in many cases, permits them to pass the course.

Out-of-State Programs: Kentucky

Concern for Kids

Contact: Duane Faris, Counselor, Mason County High School, Route 5, Maysville, KY 41056, (606) 564-3393.

Children Served: All students in grades 8-11 who missed 10 or more days the preceding year

Description: This program outlines a series of activities to reduce the absenteeism rate of "casual truants." Activities include: student enrollment in courses commensurate with academic ability; progress reports mailed to parents at the half-way point of each grading period; parent conferences or other communication between teacher and parent; individualized help; student tutors; active encouragement to join extracurricular activities; and daily review of absentee reports.

During the program's two years of operation, the attendance rate has increased from 92 to 94 percent. One-on-one involvement between faculty and students has also increased..

Jefferson County School Attendance Improvement Method (AIM)

Contact: James O. Gatewood, Assistant Director of Attendance and Student Relations, Jefferson County Board of Education, 3332 Newburg Road, Louisville, KY 40218.

Children Served: All students

Description: This program combines public relations to solicit business and community support, student incentives (free food coupons, sports tickets, amusement park passes) for regular attendance, a call-back system between parents/guardians of absent students and the schools, and truancy intervention (police pick up students who are on the streets during school hours). The call-back system and truancy intervention encourage student responsibility and parent/guardian accountability and work as deterrents to child abuse, runaways, and child pornography.

Attendance improved 3.2 percent during three years of the program's operation. Achievement test scores are also higher. The school system now receives more state funds, since allocations are based on average daily attendance.

Only in the area of dropout prevention and reduction has AIM failed to make improvement in all three years. The percentage of dropouts was reduced from 8.8 to 7.7 in one year. While this was encouraging, plans are being formulated to focus a more concentrated effort on this problem. Criteria for the Best Attendance Program trophies will be expanded to require a statement of efforts being made to control the dropout problem at individual schools.

The STAR Clubs

Contact: Mildred Erwin, Garrison Elementary School, P.O. Box 547, Garrison, KY 41141.

Children Served: Students in grades K-6

Description: Each student receives benefit from being a member of either the 1 STAR, 2 STAR, 3 STAR, or 4 STAR Club. Monthly computerized attendance reports inform the homeroom teacher how many reinforcement instruments each student receives. Rewards, coloring sheets, challenges to do better, and counseling are offered for appropriate levels of attendance.

The teacher administers instruments in an art class or appropriate curriculum frame and specifically uses this and other things to encourage good attendance.

Out-of-State Programs: Michigan

Improving Attendance: Byte by Byte

Contact: William J. Bushaw, Principal, Manchester High School, 710 East Main Street, Manchester, MI 48158.

Children Served: High school students

Description: An in-house computer program and parent volunteers monitor attendance. With this system, a parent or guardian phones to report a student's absence on a special attendance line staffed by a parent volunteer. Calls are recorded and names computerized for teachers' attendance lists the next day. Two assistant principals call parents or guardians of students with unexcused absences. The system helped reduce Lake Orion High School's truancy rate by more than 90 percent and improved total student attendance. A previous daily absentee rate of 9-12 percent has leveled off to 4-6 percent.

Interagency Committee for the Mutual Concerns of School-Age Children

Contact: Wilma M. Tays, Program Specialist, Juvenile Court, 1400 Gull Road, Kalamazoo, MI 49001.

Children Served: Public and private agency personnel who work with children and adolescents having problems that involve more than one agency

Description: An ongoing committee works to develop an approach and provide a service support network to minors at risk due to school truancy, educational neglect, and behavior problems. The committee has representatives from juvenile court, school systems within the county, Kalamazoo Police Department, public health department, department of social services, and private agencies. There are also resource people from Friend of the Court and Crime Commission.

Out-of-State Programs: Pennsylvania

Absentee Prevention Program

Contact: Anna Mae Paladina, Coordinator of Primary Prevention, Community College of Beaver County, College Drive, Monaca, PA 15061.

Children Served: Elementary school students, their teachers and parents

Description: The Absentee Prevention Program is designed to identify high-risk, chronically absent, and tardy students in the primary grades; investigate and determine the causes of absenteeism; and provide appropriate intervention/prevention services for these students, their families, and teachers. Services include: home visits, school conferences, phone consultations, collaboration with and referrals to social service agencies, parenting skills workshops, teacher inservice, teacher conferences, individual counseling, and personal growth groups.

The program began in 1980 in the Big Beaver Falls School District. Early data suggest that the program is highly replicable.

Attendance Incentive – A Reward System for Perfect Attendance

Contact: Shirley D. Ball, Assistant Superintendent, Spring-Ford Area School District, 199 Bechtel Road, Collegeville, PA 19426.

Children Served: All grade levels

Description: Northern Potter High School has developed a reward system. One semester perfect attendance entitles the student to a free pass to all school-sponsored events held at the home school for the following semester. A full year of perfect attendance exempts the student from final exams for that year. At graduation, students are presented with a certificate for each year of perfect attendance. This attendance reward system resulted in 78 percent of the student body having *perfect* attendance – *no days absent* for any reason and with no exceptions.

Guidelines for this system included: (1) make *no* exceptions to perfect attendance regardless of cause; (2) consider attendance at school-sponsored activities as school attendance; (3) insist on mid-term examinations so that students still have the *experience* of a "final exam;" (4) take attendance when the morning session is half gone, so tardiness isn't confused with absenteeism; and (5) take attendance when the major portion of the session is completed to accommodate early dismissals for employment or other appointments.

Out-of-State Program: Texas

Parental Fines and School Attendance

Contact: Roosevelt Miles, Attendance Department, Houston Independent School District, 1900 Kane Street, Houston, TX 77007.

Children Served: Truants, potential truants, their parents, and school personnel

Description: This program is based on the premise that there is a direct relationship between the size of the fines levied on parents of truant children and whether or not the child can be controlled. Attendance cases were heard once a week in open court; parents and truants were advised of the Texas compulsory attendance laws and the consequences of violation. Each family appeared before the judge and was given the opportunity to plead guilty or not guilty. The judge fined each guilty parent $500 and collected $25. The additional $475 was prorated to be collected only if the irregular attendance continued. Each guilty family was placed under a "Court Order" for the next 90 school days. During this time, attendance was closely monitored by the courts, the schools, and the attendance department.

This program was initiated in March of 1982. Before court, 49 students had been absent 66 percent of the time for a total of 3,691 unexcused absences. After court, these same students missed only 26 days, and 19 of the absences were excused by parents contacting the schools. School reports also indicate that these students improved academically.

Out-of-State Program: Virginia

Comprehensive Attendance Program

Contact: Ralph Dickens, Administrative Assistant to the Superintendent, Richmond Public Schools, 301 North Ninth Street, Richmond, VA 23219.

Children Served: Potential dropouts

Description: All classroom teachers, principals, curriculum specialists, counselors, social workers, and attendance workers are involved in the program. In schools where there is an attendance worker, the following procedure is followed: contact with the home, including home visits to determine the reason for absence; daily records of contacts and home visits, which are accessible to school personnel; weekly meetings with counselors and social workers to determine the present status of absences; referrals to other sources or agencies through the counselor or school social worker; assisting principals with daily data processing aspects of attendance accounting; and assisting school social workers in accounting for pupils scheduled for but not enrolling in school.

Resources

The following resources on truancy prevention were collected from national databases. The listed documents come from the Current Index to Journals in Education (CIJE) or from ERIC Database. They can be obtained from your district media director.

A Last Report: Truancy Referrals to Juvenile Court
ERIC - ED257027 CGO18249

Banchy, Nancy Kramer
Paper presented at the Annual Meeting of the National Association of Social Workers. New Orleans, Jan. 31-Feb. 3, 1985. 15 p.
EDRS Price - MFO1/PCO1 plus postage
Language: English

Document Type: Project Description (141); Conference Paper (150)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIEOCT85
Target Audience: Support Staff; Practitioners

Description of the efforts of Minneapolis, MN, to design a continuum of interventions that relies on the resources of both the school and juvenile court. Discusses exigencies which precipitated a truancy pilot project and presents the 1984-85 Truancy Pilot Project, with attention given to the target population, primary strategies, and pilot objectives. Four intervention levels are discussed: (1) school truancy team prevention and support intervention for all students; (2) identification and intervention for team-selected high-risk students; (3) truancy intervention strategies for truants; and (4) court surveillance for habitual truants. A list of seven implications for school social work practice are reviewed, with an emphasis on the need for continued work with chronically truant students and their families and the desirability of viewing the juvenile court as a last resort intervention. (NRB)

Tracking Truants with Automatic Dialers
CIJE - EJ312369 IR513657

McGinty, Tony
Electronic Learning 4.4 (Jan. 26-27, 1985), p. 24.
Language: English
Document Type: Journal Article (080); Project Description (141)
Journal Announcement: CIJMAY85
Target Audience: Administrators; Practitioners

Discusses the basic design and special features of robotic dialing systems that are programmed to make calls to parents of truant students and presents detailed information on seven currently available self-dialing attendance systems. (MBR)

Programs and Projects with Vocational Emphases 10

Appleton Area School District

Columbia

Contact: Ken Kilgore, Special Needs Coordinator, Appleton Area School District, P.O. Box 2019, Appleton, WI 54913, (414) 735-6149.

Children Served: Economically disadvantaged

Description: Under the Job Training Partnership Act, Columbia serves disadvantaged in-school youth who opt to enter the program. Students are trained in job seeking/keeping skills. They also participate in a work experience program to bring them in touch with some of the basic elements of the world of work such as dependability, responsibility, following instructions, communication, and performance evaluation. Participants agree to maintain school attendance and performance at a level acceptable to the district.

JTPA Pre-Employment Training

Contact: Ken Kilgore, Special Needs Coordinator, Appleton Area School District, P.O. Box 2019, Appleton, WI 54913, (414) 735-6149.

Children Served: Severely multiply handicapped

Description: This program provides community employment experiences at profit and non-profit sites. For many, this is a first employment. The program has motivated students, parents, and teachers to take a fresh look at the community as an extension of school.

Argyle School District

System of Alternative Vocational Education (SAVE)

Contact: Theodore P. Curro, School Counselor, Argyle School District, Argyle, WI 53504, (608) 543-3314.

Children Served: Students in grades 9-12 who are behind in credits or ability

Description: Project SAVE focuses on pre-employment skills, training, and work opportunity. Components include outreach and recruitment, JTPA orientation, assessment, and individual educational development. Placement, assistance, transfer, further training, and a follow-up are also included. A JTPA coordinator works closely with students throughout the school year.

Project SAVE provides opportunities for the economically disadvantaged student and the student who is marginal in his or her status as a potential high school dropout.

Arrowhead Union High School District

Work Experience Program

Contact: Robin Rodee-Schneider, Pewaukee High School, 510 Lake Street, Pewaukee, WI 53072, (414) 691-2100.

Children Served: Credit-deficient students at risk of dropping out

Description: This program provides employment opportunities for at-risk students. The coordinator serves as liaison between the school, home, and employer. This is a joint program with the Pewaukee School District.

Black River Falls School District

Try Out Employment (TOE)

Contact: Dennis Lee, School Counselor, Black River Falls School District, 301 North Fourth Street, Black River Falls, WI 54615, (715) 284-4324.

Children Served: Children of low income families

Description: TOE is a community-based job placement program where income-eligible students are placed in a subsidized job in the private sector with the hope that they may remain employed on a long-term basis.

Drummond Area School District

Job Training Program

Contact: Jill Karlsson, JTPA Coordinator, CESA 12, Box 439, Ashland, WI 54806, (715) 682-2316.

Children Served: The economically disadvantaged, special education students, or youth facing barriers to employment

Description: In this program, students attend school at least 50 percent of the time and work the other part of the day. The school district provides transportation through JTPA funding.

Hartford Union High School District

JTPA Program

Contact: James R. O'Bryon, Director of Vocational Education, Hartford Union High School District, 805 Cedar Street, Hartford, WI 53027, (414) 673-5200.

Children Served: Truants or students behind in grade level or credits

Description: This program provides classroom instruction in employment skills, with job shadowing in local industry as part of the effort.

Lakeland Union High School District

JTPA Class and Work Experience

Contact: Laurie Stoegbauer, Lakeland Union High School District, 8669 Old Highway 70 West, Minocqua, WI 54548, (715) 356-5252.

Children Served: Economically or culturally disadvantaged

Description: This is a one-year, career-oriented class. Students must meet income guidelines, have special needs, or be handicapped and certified by the Wisconsin Job Service. The paid work experience portion of the program is only for seniors who have been placed with participating community businesses.

Loyal School District

JTPA At-Risk Class

Contacts: Gary Johnson, School Counselor, Loyal Junior/Senior High School, 514 West Central, Loyal, WI 54446, (715) 255-8511; or Tim Hallock, CESA 10, 725 West Park Avenue, Chippewa Falls, WI 54729.

Children Served: Female students age 16-19

Description: Offered in a classroom setting, this program stresses career awareness of non-traditional job opportunities for women. The class is offered on a semester basis for at-risk students. The program is a cooperative effort with CESA 10.

Maple School District

Job Targets Program

Contact: Robert Kingston, Maple School District, Maple, WI 54854, (715) 363-2601.

Children Served: High school students, age 14 and older

Description: Funded with JTPA funds, this program tries to keep at-risk students in school and working toward graduation. An employability development plan is designed to meet each student's individual needs. This plan could include counseling, tutoring, or work experience. Most of the students are also involved in a career class where they learn about the "world of work."

Marshfield School District

Vocational Orientation of Instruction in Career Education (VOICE)

Contact: William Berry, VOICE Director, Marshfield Senior High School, 1401 East Becker, Marshfield, WI 54449, (715) 387-8464.

Children Served: Students in grades 10-12

Description: This program is designed to prevent students from dropping out of school before they have the proper skills, habits, and attitudes needed to enter the work force. It emphasizes academic remediation and counseling.

Montello School District

JTPA Program

Contact: Russ Symes, LVEC, Montello School District, 222 Forest Lane, Montello, WI 53949, (608) 297-2126.

Children Served: Low economic status, low ability, potential dropouts

Description: This program includes both academic and occupational components. The program gives students remedial work in academic areas. As students succeed with academic skills, they are rewarded with the opportunity to be involved in a work experience program to earn money. Therefore, the concept of putting in a full, successful day is established. If students are not doing their assignments, they do not have the opportunity to increase personal finances. Basically, no work, no pay.

Neenah School District

Work Experience Career Exploration Program (WECEP)

Contact: Carolyn Hughes, Shattouck Junior High School, 600 Elm Street, Neenah, WI 54956, (414) 729-6850.

Children Served: Potential dropouts

Description: This program is designed to provide educational, vocational, and career awareness opportunities for potential dropouts at the junior high level. Students who are 14 and 15 years old, are academically or economically disadvantaged, and who show one or more dysfunctional behaviors may participate. Key criteria are an inability to function properly within a regular classroom setting, a record of absenteeism and tardiness, lack of motivation and

direction, behavior problems, repeated suspensions, referrals to the office for discipline, and failure to establish meaningful goals for the future. WECEP combines regular course work, an employability skills class, and an opportunity to have a regular paying job in the community. School credit is awarded for successful performance on the job and in the classroom.

Neillsville School District

JTPA Program

Contacts: Neil Armitage, Don Shiell, or Richard Quast, Neillsville School District, 614 East Fifth Street, Neillsville, WI 54456, (715) 743-3323.

Children Served: Unmotivated, credit deficient students in grades 10-12

Description: At-risk students are enrolled in a JTPA-sponsored job seeking/keeping skills class for one-half credit. Their experience terminates with the acquisition of a summer job and possibly a full-time job after high school.

New Auburn School District

JTPA Program

Contact: Marge Meacham, New Auburn School District, New Auburn, WI 54757, (715) 237-2202/237-2505.

Children Served: Students who are failing academically and at risk of dropping out

Description: This program consists of in-school remediation of academic problems, in-school job placement, community job placement, and other entry-level employment experiences.

Norris School District

Norris Employability Skills Training Program (NEST)

Contact: Phyllis Hamann, Norris Adolescent Center, Norris School District, W247 S10395 Center Drive, Mukwonago, WI 53149, (414) 662-3336.

Children Served: Delinquents and drug or alcohol abusers

Description: NEST coordinates a variety of vocational resources to provide a comprehensive vocational development experience for disadvantaged youth. It offers a one-credit career education/employment skills course, an on-site paid work experience, and additional technical training. In-class instruction covers job applications, interviewing, money management, independent living skills, work permits, taxes, W-4 forms, and social security. Additional technical training covers entry-level vocational skills in fields such as auto body and maintenance, welding, custodial services, building trades, environmental conservation, computer, and buildings and grounds maintenance.

This skills training experience is an integral part of the Norris Adolescent Center treatment program. The NEST coordinator works with local agencies and employers to help students make smooth transitions from Norris to their homes.

Onalaska School District

Basic Skills Summer School/ Work Experience Program

Contact: Pamela Pager, Director of Special Education, Onalaska School District, 612 Main Street, Onalaska, WI 54650, (608) 783-4610.

Children Served: JTPA eligible, EEN, and non-EEN students

Description: Students meet two and one-half hours per day for instruction in basic skills and vocational/career education. In addition, two hours per day are spent on a community or on-campus job.

Port Washington School District

Career Assessment and Programming Center

Contact: Gary E. Myrah, Director of Special Services, Port Washington School District, 1243 Lincoln Avenue, Port Washington, WI 53074, (414) 284-5556.

Children Served: Learning disabled and emotionally disturbed

Description: This program assesses vocational interests and abilities of all EEN students in grades 7-12. Guidance in selecting high school courses which complement future work and career goals is provided.

Career Education Class

Contact: Samuel Bozoian, Port Washington School District, 1243 Lincoln Avenue, Port Washington, WI 53074, (414) 284-5569.

Children Served: All high school sophomores

Description: This required course is designed to develop an understanding of the work world and the student's place in it. It also develops basic skills necessary to fulfill individual career and lifestyle objectives. The crucial course goal is to establish an understanding of current work ethic.

Prescott School District

Pierce County Alternative Education Program

Contact: Calvin Timm, High School Counselor, Prescott High School, Prescott, WI 54021, (715) 262-5010.

Children Served: JTPA-eligible dropouts, at-risk students, adjudicated delinquents, teen parents, and handicapped people

Description: This program is part of the Pierce County Consortium involving six high schools. It educates and trains 16- to 21-year-old students for employment. Emphasis is on fostering positive relationships between local businesses, industries, and the schools. It is expected that students successfully completing the program will earn a high school diploma or other entry employment credential, increase knowledge of the world of work, demonstrate skills in job seeking/keeping, develop realistic vocational goals, and either secure unsubsidized employment or seek further training.

Pulaski Community School District

Pulaski Adult and Community Education Program (PACE)

Contact: Daniel Kuzlik, Pulaski Community School District, 143 West Green Bay Street, Pulaski, WI 54162, (414) 822-3191.

Children Served: Potential dropouts

Description: PACE utilizes JTPA, our job placement program. A high school credit deficiency program provides evening courses to assist students in danger of not graduating.

Racine School District

Special Needs Vocational Exploration Program

Contact: Albert Pitts, Director, LVEC, Racine School District, 2220 Northwestern Avenue, Racine, WI 53404, (414) 631-7089.

Children Served: Potential dropouts in grades 9-10

Description: Students in this full-year program are rotated among five different work sites four days weekly, for a total of five to ten hours per week. The fifth day they remain in school for group counseling/employment readiness instruction. The teacher/counselor serves as a liaison between student and teacher/parent/employer. Student progress and behavior are monitored daily.

Vocational Exploration Program

Contact: Albert Pitts, Director, LVEC, Racine School District, 2220 Northwestern Avenue, Racine, WI 53404, (414) 631-7089.

Children Served: Economically disadvantaged and potential dropouts in grades 11-12

Description: This one-semester program is funded by JTPA through the Private Industry Council. Students are rotated among three to five work sites four days per week. They remain in school on the fifth day. This program consists of 80 percent seniors and 20 percent juniors. It involves guaranteed subsidized summer employment, but no remuneration during the shadowing experience.

Rhinelander School District

Practical Forest Management

Contacts: Tom Davis or Joe Belliveau, Rhinelander School District, 203 Schiek Plaza, Rhinelander, WI 54501, (715) 362-6955/362-3465.

Children Served: Potential dropouts in grades 8-10

Description: There are a building trades program and a practical forestry program in this district. Students attend regular academic classes during the morning, and in the afternoon, are involved in either construction of a lodge at the outdoor classroom site or timber stand improvement work on school forest lands.

Sauk Prairie School District

JTPA Program

Contact: Carie Pantely, Sauk Prairie School District, 213 Maple Street, Sauk City, WI 53583, (608) 742-8811/643-3336.

Children Served: Low-income family, special needs students

Description: This program is geared to students who need more basic skills preparation and greater awareness of their own interests and abilities for employment. Participants qualify for JTPA by family income, special needs, or referrals from staff people who view a student as at risk of dropping out of school.

Work Experience Career Exploration Program (WECEP)

Contact: Jerry Rosso, Assistant Principal, Sauk Prairie High School, 105 Ninth Street, Prairie Du Sac, WI 53578, (608) 643-3336.

Children Served: Students age 14-15

Description: This alternative education program offers classes and school-supervised work experience to help students improve their attitudes toward school. The program's main purpose is success in school: improved behavior, attendance, and grades.

Sheboygan Area School District

Vocational Placement Program for Exceptional Education

Contact: Gerald Lewis, Coordinator of Special Education, Sheboygan Area School District, 830 Virginia Avenue, Sheboygan, WI 53081, (414) 459-3561.

Children Served: EEN students, adjudicated delinquents, dropouts, and truants

Description: This program provides eleventh- and twelfth-grade students and recent graduates with job placement and on-the-job supervision.

Secondary School Alternative Vocational Education (SSAVE)

Contacts: Herbert Schneider, Coordinator of Vocational Education, John Briessen, SSAVE Coordinator, Sheboygan Area School District, 830 Virginia Avenue, Sheboygan, WI 53081, (414) 459-3548/459-3600.

Children Served: Truants and credit-deficient students in grades 9-12

Description: Potential dropouts have a vocational assessment, earn credit, learn on the job, and receive assistance with academic credits.

Stoughton Area School District

Work Experience Career Exploration Program (WECEP)

Contact: Rich Pertzborn, WECEP Coordinator, Stoughton Area School District, 211 North Forest Street, P.O. Box 189, Stoughton, WI 53589, (608) 873-7257.

Children Served: Truants, skill deficient, and other students at risk of dropping out

Description: This program is designed to help 14- and 15-year-old students succeed in school. Students are referred to the WECEP coordinator because school performance identifies them as at risk of dropping out. They attend regular classes plus a special WECEP class which deals with work habits and skills, career exploration, getting along with others, and developing a positive attitude toward self, school, and work. Students are given the opportunity to acquire employability skills through on-the-job training and to transfer these work habits to their school experiences.

Sun Prairie School District

Work Experience Career Exploration Program (WECEP/ World of Work (WOW)

Contact: Jac Blasi, WECEP/WOW Coordinator, Sun Prairie School District, 509 Commercial Avenue, Sun Prairie, WI 53590, (608) 837-2541, ext. 448.

Children Served: Academically disadvantaged

Description: This is a motivational program serving the special needs of educationally disadvantaged youth. After earning entry to the program, a part-time job is incorporated into a student's schedule. Improved behavior, attendance, and grades must be maintained for students to be eligible for re-enrollment. Students remain in required mainstream classes.

Verona Area School District

Employment Skills Program (ESP)

Contacts: Joel Newcomb, Employment Skills Program Coordinator/Designated Vocational Instructor or Bill Conzemius, Director of Pupil Services, Verona Area School District, 300 Church Street, Verona, WI 53593, (608) 845-6451.

Children Served: At-risk high school students

Description: The ESP is a direct career instructional program and vocational/academic support program designed to help the student develop technical and people knowledge. The purpose is to teach marketable entry-level job skills while developing the attitudes and know-how to obtain

and maintain employment. ESP strives for career, vocational, and business partnerships.

Watertown School District

The JTPA Consortium of Watertown, Lake Mills, and Waterloo

Contact: Carolyn S. Stoner, Director of Curriculum, Watertown School District, 111 Dodge Street, Watertown, WI 53094, (414) 261-2373.

Children Served: JTPA-eligible students age 14-15

Description: This program works with 14- and 15-year-old at-risk students by helping them relate academic skills to job-related skills. Career options are previewed through several job shadowing experiences. There is also a parental involvement component.

Wausau School District

Vocational Entitlement Program for Handicapped, Disadvantaged, and Limited English Proficient (LEP) Students

Contacts: Gary Leonard or David Damgaard, Wausau School District, 1018 South Twelfth Avenue, P.O. Box 359, Wausau, WI 54401, (715) 848-2934.

Children Served: Handicapped or disadvantaged students

Description: The program improves the accessibility of vocational education programs for identified students. It informs students and parents about programs and special services available in high school, and provides assessment of individual interests, abilities, and special needs with respect to completing vocational education programs. It also offers opportunities for job shadowing experiences and for field trips with LEP students, their teachers, and an interpreter to explain what is happening.

Winter School District

JTPA Program

Contact: Rick Olson, Winter School District, Winter, WI 54896, (715) 266-3301.

Children Served: Credit-deficient, income-eligible, and special education students

Description: This JTPA program, through CESA 12, identifies children at risk and works with the community to establish school or community work sites. Students are tutored, monitored, and encouraged to develop high self-esteem.

Instructional Television Program

By Youth For Youth

Contact: Eileen Littig, Director, NEWIST, 2420 Nicolet Drive, Green Bay, WI 54301-7001, (414) 465-2599.

Children Served: At-risk high school youth

Description: This program provides career education and pre-employment training for high school youth. It trains them to use videotape equipment and then has them produce career education programs for cable broadcast. This is a school-to-work transition, job shadowing, direct career contact, labor market orientation, and job information approach. It links career education classes with actual worksite application.

Out-of-State Programs: Kentucky

Bullitt County Tutorial Program

Contact: Ray Smith, Instructional Supervisor, Bullitt County Board of Education, P.O. Box 99, Shepherdsville, KY 40165, (502) 543-2271.

Children Served: Students age 14 to 21 who are JTPA eligible and have problems in attendance, discipline, test scores, and academic success

Description: The program addresses the need with a three part approach. The primary approach is tutorial. Students are assigned to the tutoring program each school day, during a study hall that is already built into class schedules.

The second part, a counseling/advising approach, provides opportunities for positive self-esteem, personal status through school activities, and positive attitudes toward academics. Counselors work with students in the area of career development and choices.

The third approach is the use of tutorial materials and computer-assisted instruction, enabling students to work in subject area(s) where they have the greatest need. A major advantage to using this approach is that students are exposed to the use of the computer which contributes to their future employability.

The effectiveness of the program is reflected by improved attendance for some students, significant improvement in academic performance for 25 percent of the participants, a reduction in discipline referrals, and improved student attitude as indicated by reports from tutors.

Hart County Work Experience Program

Contact: Danny Logsdon, Work Experience Coordinator, Hart County High School, Munfordville, KY 42765, (502) 524-9341.

Children Served: Students must be 16 years of age and identified as a potential dropout

Description: The program provides pre-employment skills and employment experiences to economically disadvantaged or handicapped youth to encourage them to continue their education through high school. Students receive regular classroom instruction in career education, orientation to work, occupational information, and filling out job applications. They also learn what to expect in job interviews, as well as practical skills from the work site. Students receive personal and career counseling.

Joint Academic Vocational Approach–JAVA

Contact: James Vaughan, Director, Hopkins County Board of Education, P.O. Box 509, Madisonville, KY 42431, (502) 825-6000.

Children Served: Students in grades 9-12, especially the average student who has not made a career decision

Description: JAVA integrates vocational and academic competencies to show a direct relationship between basic skills, vocational training, and successful employment. It is a coordinated effort between the Hopkins County Board of Education's three high schools and the Kentucky Department of Education's Vocational Technical School and State Allied Health School. As ninth graders, students progress through an individualized, competency-based curriculum composed of English, mathematics, science, and citizenship. Occupational areas are organized into two-hour blocks. Participants explore each area for fourteen days. These areas are: agriculture/distributive education, business and computer awareness, home economics, electricity/electronics, health occupations, mining, carpentry, drafting, machine shop, auto/diesel mechanics, auto body, and welding. In the second year of the program, students continue the general education requirements at school for a half day and spend the remaining half day training in a selected occupational area. Students should graduate from high school with not only a diploma, but also with entry level job skills.

Out-of-State Program: Michigan

Project Opportunity

Contact: William Kimball, Assistant Superintendent for Instruction and Administration, 2720 Riverside Drive, Port Huron, MI 48060, (313) 984-3101.

Children Served: Students, 18 or over, who need help in personal skills, career exploration, and basic readiness for the working world

Description: Students develop self-confidence and positive attitudes plus the techniques needed for job interviews. They also learn to combine background skills and interests with career possibilities and to prepare resumes and application forms. Students are taught to utilize all resources and strategies for a job search. Specific information on career choices is available using the Michigan Occupational Information System.

Out-of-State Program: Missouri

Rural Student Employability Project (RSEP)

Contact: Jesse Jarvis, Superintendent, Potosi R-III School District, 306 South Lead, Potosi, MO 63664, (314) 438-5485.

Children Served: School dropouts

Description: RSEP attempts to increase the relevance of education for students who have no plans for postsecondary education, limited aspirations, and a commitment to remaining in the area after high school.

The project operates in three school districts and consists of four components. A student-operated job information and career development center emphasizes local career and employment information/assistance and is a resource for students and teachers. The Community Occupational Training counselor acts as supervisor of the career center and as primary intake for Contract Vocational Education placements. In the third part of the program, businesses contract with the school and family to provide specific occupational training. Businesspeople provide individual students with saleable skills at a reasonable cost and are compensated as instructors. Student trainees receive no pay, but are awarded academic credit for successful completion of the program.

Training areas have included physical therapy, floral design, dental assistance, aviation administration, newspaper photography, motel administration, automotive parts department operation, advertising, layout, typesetting, mass merchandising, newspaper press operation, greenhouse/nursery management, plumbing, respiratory therapy, child care services, police dispatching, and banking. The fourth part of the program is a teacher training component aimed at "mainstreaming" career education into subject matter areas.

Resources

The following resources were collected from national databases. The documents can be obtained from your district media director.

Urban Conservation and Service Corps Programs. A Series of Resource Reports
ERIC - ED257914 UDO24273

Human Environment Center, Washington, D.C. May 1985, 26 p.
Sponsoring Agency: William and Flora Hewlett Foundation, Palo Alto, California
EDRS Price - MFO1/PCO2 plus postage
Language: English
Document Type: Classroom Material (050); Project Description (141)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEOCT85

Discusses urban conservation and service corps units that provide jobs to disadvantaged youth and engage them in beneficial activities such as building or restoring city facilities. Document contains two separate reports. Report 1, Launching an Urban Corps, describes the origin and basic features of urban corps programs in New York City, California, Portland (Oregon), and Connecticut, and offers suggestions for getting a new program started. Report 2, Corps Funding, outlines possible state, local, and federal sources of financing, and provides two appendixes giving brief profiles of a variety of conservation and service corps units plus a list of useful resources. (KH)

Vocational Education for Disadvantaged Learners
ERIC - ED242060 EA016580

Wircenski, Jerry
National Association of Secondary School Principals Curriculum Report, 13.5 (Mar. 1984), 8 p.
Available from: Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00; quantity discounts; orders of $15.00 or less must be prepaid)
EDRS Price - MF01 plus postage. PC Not Available from EDRS.
Language: English
Document Type: Project Description (141)

Geographic Source: U.S.; Virginia
Journal Announcement: RIEAUG84

Describes three common options for designing a vocational curriculum for special-needs students. Cites operating programs that use each of the options. Covers mainstream vocational programs, which are modified to suit special needs, as well as self-contained classes and cooperative work-experience classes. Also notes projects and centers providing vocational support programs in related disciplines. Projects cited are described by their services and goals and further identified by addresses and contact persons. (JW)

Multifaceted and General Programs Serving Children At Risk

11

Programs delineated in this section include collaboration efforts among school, community, family, and business; developmental counseling; inservice and training programs; and organizational strategies for serving children at risk.

Argyle School District

Project Achieve

Contact: Theodore P. Curro, School Counselor, Argyle School District, Argyle, WI 53504, (608) 543-3314.

Children Served: Economically deprived

Description: In Project Achieve, high-risk potential dropouts are identified through cooperation by the school's principal, psychologist, counselor, and teachers. The program intervenes with education and training geared at reducing or eliminating barriers to employability. It also provides support for successful completion of traditional education requirements and for successful social lives.

Beloit School District

Adjudicated Youth Program

Contact: Jan Duxstad, Director of Special Services, Beloit School District, 1633 Keeler Avenue, Beloit, WI 53511, (608) 364-2145.

Children Served: Adjudicated youth

Description: A youth liaison is employed to monitor attendance and achievement of adjudicated students. The liaison works closely with the probation office, school district, and family of the adjudicated youth.

SHAPE

Contact: Nancy Gurrie, Director of Curriculum, Beloit School District, 1633 Keeler Avenue, Beloit, WI 53511, (608) 364-2149.

Children Served: Credit-deficient students

Description: SHAPE is an alternative high school program serving students from grades 10-12 who have not progressed successfully through the traditional program. Students are provided a half day of instruction and a half day of work experience.

Bloomer School District

Student Assistance Program

Contact: Linda Selk-Yerges, SAP Coordinator, Bloomer School District, 1310 17th Avenue, Bloomer, WI 54724, (715) 568-5300.

Children Served: At-risk students, grades 5-12

Description: Various support groups are formed across grade levels to deal with student problems. Among these are: alcohol and drug abuse, family stress, suicide prevention, eating disorders, teenage pregnancy, and delinquency. Students may volunteer to participate in support groups or may be recruited if they are perceived to have a need.

Teacher Assistance Program

Contact: Shirley Rosenow, Bloomer Elementary School, 1520 17th Avenue, Bloomer, WI 54724, (715) 568-1042.

Children Served: Students with academic and behavioral problems

Description: A committee of teachers helps individual instructors develop strategies to assist students with learning and behavior difficulties.

Brillion School District

Adopt a Student

Contact: Pat Doering, Brillion School District, 315 South Main Street, Brillion, WI 54110, (414) 756-2166.

Children Served: All students 9-12

Description: Each staff member takes four to ten students and monitors their progress, attendance, and problems on a daily basis. Very good communications and rapport build between students and staff.

Cedarburg School District

K-12 Counseling Program

Contact: Greg McElwee, Director of Instruction, Cedarburg School District, W68 N611 Evergreen Boulevard, Cedarburg, WI 53012, (414) 377-6030.

Children Served: K-12

Description: The counseling program is structured to provide ongoing contact between teachers, parents, psychologists, social workers, and students. This network discovers information about students to determine if they are high risk. Counselors are instrumental in developing appropriate remedial programs.

Teacher/Advisor Program

Contact: Greg McElwee, Director of Instruction, Cedarburg School District, W68 N611 Evergreen Boulevard, Cedarburg, WI 53012, (414) 377-6030.

Children Served: Middle and high school students

Description: The program places 14 to 16 students in a small group setting with an advisor. Each advisor and advisee meet twice a week for a planned activity. Small groups provide continual contact with an adult for all students and aid in identifying high risk students.

Crivitz School District

Individualized Graduation Program

Contact: William H. Myers, Principal, Crivitz High School, P.O. Box 130, Crivitz, WI 54114, (715) 854-7492.

Children Served: Potential dropouts

Description: The high school curriculum is based upon an individualized graduation program in which four different certifications are awarded. In theory, all students who finish four years of school will graduate, but all will not necessarily receive a diploma.

To receive a regular diploma, students must earn 22 credits and pass all the courses required by the State of Wisconsin and the Crivitz School District. They may receive academic certification, vocational certification, or general certification with the regular diploma. All seniors are also required to take a Test of Basic Competencies that is certified on their record if they pass. They need not pass this test to receive a regular diploma.

Seniors receive a certificate of attendance if they attended for four years with a minimum number of absences. A senior who attended for four years, but not on a regular basis, and who does not receive a regular diploma can receive a certificate of participation.

The curriculum is very rigid and strong in the academic courses for those who plan on a higher education. The general and vocational curriculum is more flexible and allows students to specialize in areas such as vocational education, home economics, or business education.

Deerfield Community School District

Building Consultation Teams

Contacts: Chuck Wedig or Ed Van Ravenstein, Deerfield Community School District, 300 Simonson Boulevard, Deerfield, WI 53531, (608) 764-5442/764-5431.

Children Served: Students with learning, attendance, and physical problems

Description: This program involves biweekly team meetings to discuss students who appear to be at risk. Team meetings enable staff to link these children with helpful programs and activities.

Drummond Area School District

Youth Tutoring Youth

Contacts: Jill Karlsson, JTPA Coordinator, or James L. Saxton, Principal, Drummond Area School District, P.O. Box 40, Drummond, WI 54832, (715) 739-6231.

Children Served: Economically disadvantaged, EEN students, or youth with barriers to employment

Description: At-risk middle and high school students tutor elementary at-risk students for one to two hours everyday. Elementary teachers supervise these activities. This program prepares tutors for the out-of-school work program.

Edgar School District

Big Buddy Program

Contacts: Mark Lacke or Robert Christianson, Edgar School District, Edgar, WI 54426, (715) 352-2352/352-2727.

Children Served: K-8

Description: The Big Buddy Program matches junior and senior volunteers with students from the kindergarten through eighth grade levels. The volunteer is introduced to a student buddy and they meet one class period per week during a study hall or psychology class. During the first half of the class period, the volunteer helps the buddy with school work in the hallway, an empty classroom, or library. During the second half, they are involved in an activity like working on a computer, playing checkers, shooting baskets, taking a tour of the high school, or taking a walk on the nature trail.

Each Big Buddy must complete an orientation training program. Volunteers are involved in exercises to help them become aware of student's problems and feelings.

Elmbrook School District

Alternative High School

Contact: Robert G. Baxter, Director of Pupil Personnel Services, Elmbrook School District, 2430 North Pilgrim Road, Brookfield, WI 53005, (414) 782-7294.

Children Served: Adolescent dropouts or potential dropouts

Description: The program is a small, structured, self-contained environment staffed to meet the needs of students who have excessive absences; abusive, disruptive, or fearful behaviors; and unsuccessful academic performance. Staff understand the student's past and present educational performance, including conflicts in

the areas of academics and social behavior. They also recognize the need for change and the need to instill recognition of change in student problem solving. Teaching and support staff plan a program to meet student needs and work in a variety of curricular areas. They also help students take responsibility for attendance, complete school work, and dress appropriately. There are opportunities for vocational preparation and work experience. State and local service agencies cooperate to plan and provide non-school social service needs.

Franklin School District

Alternative Vocational Education

Contact: R. A. Kucinski, Principal, Franklin High, 8222 South 51st Street, Franklin, WI 53132, (414) 421-3000.

Children Served: Disadvantaged or potential dropouts

Description: This program is based on a school within a school concept and is geared to students who are potential dropouts, have a record of limited success in school, lack motivation toward learning, reflect pressure from personal or home problems, need frequent guidance, and do not function well in a regular class situation.

Let's Talk Program

Contact: R. A. Kucinski, Principal, Franklin High, 8222 South 51st Street, Franklin, WI 53132, (414) 421-3000.

Children Served: All children at risk

Description: This program has been added to the high school guidance program. Teachers functioning as advisors assist the counselors in routine contacts with students, follow-through activities, registration, and similar tasks.

Teachers request assignment to the program in place of study hall supervision. It provides valuable one-to-one contact and personal attention to students with serious school or personal problems.

The cost is one full-time equivalent teacher. However, since teachers opt for this assignment in place of a study hall, there is no evidence of adding staff specifically for "Let's Talk."

Freedom Area School District

Alternative Education Program

Contact: Thomas Schultz, Alternative Education, Freedom Area School District, P.O. Box 1008, Freedom, WI 54131, (414) 788-3595.

Children Served: Potential dropouts in grades 10-12

Description: Disaffected youth are referred to the program because of low grades, attitude problems, and other difficulties they are experiencing in the regular classroom. Group counseling is used to deal with personal problems.

Green Bay Area School District

Police Liaison Program

Contact: Dennis Campbell, Attendance Manager, Green Bay Area School District, 200 South Broadway, P.O. Box 1387, Green Bay, WI 54305, (414) 497-3972.

Children Served: K-12 students who are violators or potential violators of the law

Description: Police officers serve as liaisons between the schools and police department to teach, counsel, train, and advise on the legal penalties for illegal activities. They also investigate violations of the law by students or by adults who are with students or by adults who violate the law against students.

Greendale School District

COVE and AIM

Contact: Jerome C. Lent, Assistant Administrator, Greendale School District, 5900 South 51st Street, Greendale, WI 53129, (414) 423-0150.

Children Served: Potential dropouts or students with academic difficulties

Description: Compensatory Opportunities for a Varied Education (COVE) and Alternative Instructional Management (AIM) are Chapter 1 programs. They are set up basically the same, but serve two different student populations. AIM works with potential dropouts. The COVE student is having academic difficulties, but is not yet turned off to school. COVE was set up as a place to repair damaged egos, grades, motivation, and skills, while keeping the student in the mainstream of the high school.

Many AIM students have the necessary academic skills, but are so turned off by the traditional academic setting that they test and perform at a low level. AIM seeks to redirect the student toward the mainstream.

Hayward Community School District

Native American Program

Contact: Art Tainter, Project Assistant, Native American Program, Hayward Community School District, 316 West Fifth Street, Hayward, WI 54843, (715) 634-8373.

Children Served: Native American students

Description: Title IV-A of PL 318 funds are used for a project assistant who works with Native American students and parents. Under the Johnson O'Malley program, tutoring services are provided for students.

Jefferson School District

Academic Intervention Program

Contact: Joe Houston, High School Principal, Jefferson School District, 206 South Tafft, Jefferson, WI 53549, (414) 674-3660.

Children Served: Low achievers and potential dropouts

Description: This program provides after-school teachers and tutors for ninth grade students who fail one or more of their required courses. Students are required to attend these sessions unless their parents sign a waiver. The program is designed to help ninth graders get a successful start in high school.

Menasha School District

Student Assistance Program

Contact: John L. Ruck, Director of Special Services, Menasha School District, 449 Ahnaip Street, P.O. Box 360, Menasha, WI 54952, (414) 729-5083.

Children Served: Students suffering from depression or AODA, or those who are potential suicide risks

Description: The program was originally designed to offer services to students with AODA problems. It is now being expanded to include students with severe depression and those who are potential suicide risks.

Menomonee Falls School District

Integrated Studies Program (ISP)

Contacts: Noel Adams or Kevin Fullerton, Menomonee Falls High School, W142 N8101 Merrimac Drive, Menomonee Falls, WI 53051, (414) 251-9180.

Children Served: At-risk high school students

Description: ISP prevents student dropouts by providing academic assistance and behavioral guidance. Students are mainstreamed whenever possible. Parental contact and involvement are encouraged. An array of alternative activities have been used to decrease dropout rates, increase academic performance, and improve school behavior.

Milwaukee School District

Adjudicated Youth

Contact: Harold E. Zirbel, Milwaukee School District, 5225 West Vliet Street, P.O. Drawer 10K, Milwaukee, WI 53201, (414) 475-8140.

Children Served: Court-involved youth

Description: The Milwaukee Public Schools operates three programs for adjudicated youth in cooperation with the department of social services. These programs provide individualized instruction for students assigned by a children's court official.

Alternative High School Program

Contact: James Biermann, Program Supervisor, Milwaukee Public Schools, 5225 West Vliet Street, P.O. Drawer 10K, Milwaukee, WI 53201, (414) 475-8117.

Children Served: High school students

Description: Students are enrolled in three classes in which they can earn credit toward graduation. Students can graduate from the Alternative High School by completing the necessary high school requirements. Work experience or vocational training is optional. Enrollment in the program is limited to 120.

Alternative High School Completion Program

Contact: James Biermann, Program Supervisor, Milwaukee Public Schools, 5225 West Vliet Street, P.O. Drawer 10K, Milwaukee, WI 53201, (414) 475-8117.

Children Served: High school students

Description: In this full-day program, students are required to attend academic classes part of the day and be involved in experiential volunteer employment for the other part. Students and parents must agree to participate in both components in order to be accepted into the program. Students must complete the entire two-year curriculum to be eligible for a high school diploma.

To be eligible for the program, students must have been enrolled in high school for two years and exhibit a pattern of academic failure. They should also exhibit a pattern of truancy/non-attendance over an extended period, and other inschool interventions must have proven unsuccessful. Students must have the ability to pass competency tests.

Enrollment in the program is limited to 75. Employed students are not eligible for this program. Students exhibiting unsatisfactory adjustment are returned to the referring school.

Concentrated Approaches to Reaching Excellence (CARE)

Contact: Robert Jasna, Principal, James Madison High School, 8135 West Florist, Milwaukee, WI 53218, (414) 466-8450.

Children Served: Ninth grade students designated "at risk"

Description: Project CARE was approved by the Milwaukee Board of School Directors to allow ten non-citywide schools to develop programs to improve academic achievement, reduce failure, improve attendance, and reduce suspensions.

Lincoln Downtown Education Center Alternative High School

Contact: James Biermann, Program Supervisor, Milwaukee Public Schools, 5225 West Vliet Street, P.O. Drawer 10K, Milwaukee, WI 53201, (414) 475-8117.

Children Served: High school students

Description: This is a four-year, full-day, diploma-granting program. It features small class size and concentrates on basic skills with an emphasis on developing strong relationships between students and staff. The program is for students who have the capacity and motivation to obtain a high school diploma but are struggling in the traditional program.

Enrollment is limited to 90. Credits are awarded quarterly. New students can enroll at the beginning of each quarter.

Wisconsin Youth Initiative Program

Contact: Richard Schowalter, Program Supervisor, Milwaukee Public Schools, 5225 West Vliet Street, P.O. Drawer 10K, Milwaukee, WI 53201, (414) 475-8110.

Children Served: Middle and high school students

Description: These programs serve dropout and dropout-prone youth on a citywide basis. The curriculum follows the basic skills format found in the Milwaukee Public Schools alternative school programs. Students earn school credit as determined by the staff. Programs offer GED preparation for those unable to obtain a regular high school diploma.

Students referred to these programs must be between 14 and 20 years of age. Exceptional education students are not eligible. Other in-school interventions must have been attempted. Students should exhibit a pattern of truancy or nonattendance over an extended period. Students nust adhere to rules and regulations established by individual agencies.

Enrollment in the program is limited to 30 to 40 students per site. Individuals exhibiting unsatisfactory adjustment are returned to the referring school.

Mishicot School District

Children At Risk Program

Contact: Kenneth Baroun, O. H. Schultz Elementary School, Mishicot School District, 510 Woodlawn Drive, Mishicot, WI 54228, (414) 755-2391.

Children Served: Elementary students

Description: The elements of the program are: Operation Child Find; pre-kindergarten screening; pre-kindergarten, kindergarten, and kindergarten-transitional summer programs; K-3 supportive reading program; grades 1-6 Chapter 1 mathematics and language arts program; developmental guidance, and EEN services.

Monona Grove Public Schools

Comprehensive Student Assistance Program

Contact: Patrick T. Kane, Director of Pupil Services, Monona Grove Public Schools, 5301 Monona Drive, Monona, WI 53716, (608) 222-3112.

Children Served: All students

Description: This program provides information, identification, counseling, support, and referral. Students benefit from developmental curriculum in the areas of safety and self-protective behaviors, alcohol and other drug usage, physical health and fitness, stress management, human relationships, and emotional growth and development. In addition, students are given an opportunity to participate in family change groups, concerned persons groups, chemical awareness groups, nutritional wellness groups, AODA support groups, and self-respect groups. It is believed that programs such as these aid in identifying specific student needs and enhance their readiness to seek help. Students requiring additional services are identified and referred to student assistance personnel.

Continued assistance may include individual counseling, group counseling, or a referral to an outside agency.

The Cross Age Peer Education Program(CAPE)

Contact: Patrick T. Kane, Director of Pupil Services, Monona Grove Public Schools, 5301 Monona Drive, Monona, WI 53716, (608) 222-3112.

Children Served: Sixth graders

Description: This program promotes positive decision making and influences younger students through positive role modeling. High school juniors and seniors facilitate small groups of sixth graders focusing primarily on preven-

tion of AODA. All sixth graders participate in the CAPE program. It is a one-semester elective class for high school students.

Muskego-Norway School District

Career and Occupational Planning Exploration (COPE)

Contact: Carol J. Apuli, Vocational Coordinator, Muskego-Norway High School, P.O. Box 901, Muskego, WI 53150, (414) 679-2300.

Children Served: Potential high school dropouts

Description: COPE plans activities to aid potential dropouts in taking control of their lives and making productive decisions through career planning and preparation. Participants meet daily for one hour. Students benefit by obtaining a more realistic understanding of their potentials and limitations, improving their self-concept, becoming better decision-makers, and learning to set goals for their present and future. Students are identified for COPE through an analysis of facts on: school attendance patterns; progress toward meeting graduation requirements; special needs; drug/alcohol abuse; social/interpersonal behavior problems; family income; and whether they are teenage parents, adjudicated youth, or minority students. Students may also be recommended by school staff. Juniors and seniors are the primary participants.

Neenah School District

Individualized Opportunities Unlimited (IOU)

Contact: Dave Sebora, Neenah High School, 1135 Tullar Road, Neenah, WI 54956, (414) 729-6880.

Children Served: Potential dropouts in grades 10-12

Description: The IOU program provides support for potential dropouts. Criteria for student selection include excessive failures, poor attendance, lack of effort, poor self-image, behavior problems, detrimental family relationships, and difficulties with the peer group. The program provides an opportunity for part-time employment, an alternate and relevant curriculum, frequent contacts between parents and the IOU coordinator, and a special relationship between the teacher and students.

New Berlin School District

Dropout Program

Contact: Glen A. Wood, New Berlin School District, 4333 South Sunny Slope Road, New Berlin, WI 53151, (414) 782-3700.

Children Served: Potential dropouts

Description: Candidates are referred by staff, administration, and guidance personnel. Applications are submitted to a selection committee, and 10 to 15 students from each building are chosen. Selection is based upon student interest and needs, student acceptance of the program structure, and parent acceptance of the program structure. Students are under weekly supervision by the program coordinator. They may take part in volunteer work, work experience programs, and individual tutoring and counseling.

The program provides personal, daily monitoring of academic work and a cooperative learning/peer-tutoring environment. It develops personal, face-to-face relationships between students and faculty. It also facilitates student-to-student interaction and provides academic, behavioral, and social control of students.

New Richmond School District

Student-to-Student

Contact: Marilyn Peplau, New Richmond School District, 152 East Fourth Street, New Richmond, WI 54017, (715) 246-2116.

Children Served: Alienated students with emotional, social, or physical problems

Description: A group of high school students has been trained to assist peers with problems.

This peer-counseling approach helps at-risk students. The primary focus is on preventing teen pregnancy.

Nicolet Union High School District

Learning Centers

Contact: Jane Joyce, Nicolet Union High School District, 6701 North Jean Nicolet Road, Glendale, WI 53217, (414) 352-7110.

Children Served: Children with academic problems

Description: This program provides extra training and support to sophomores, juniors, and seniors to complete their homework. Students with poor academic averages are assigned to the center. Other students may join the program if they need help.

Northwood School District

Dropout Prevention Policy

Contact: Len Burfield, Guidance Counselor, Northwood School District, Box 10, Minong, WI 54859, (715) 466-2297.

Children Served: Grades K-12

Description: The Dropout Prevention Policy includes monitoring student progress based on attendance, deficiency notices, teacher requests, parent requests, and report card grades. Counselors meet with students to help them recognize problems as seen by a teacher or other adult. They review the problem and inform teachers, principal, school nurse, parents, or JTPA coordinator of student concerns and possible solutions. They consider weekly counseling; an in-school job; career evaluation; class change; teacher-student-counselor conference; and tutoring by students, adults, or teachers. Students may also receive family counseling, testing for academic or social-emotional problems, AODA committee involvement, and a review of medical conditions.

Oconto Falls School District

JTPA Work Experience and Credit Deficiency Program

Contact: Donna Rasmussen, School Counselor, Oconto Falls High School, 408 Cedar Avenue, Oconto Falls, WI 54154, (414) 846-3216.

Children Served: JTPA-eligible students ages 14-21

Description: This program serves income-eligible students with night school classes to make up credit deficiencies. In addition, employability training and minimum wage jobs are available.

Study Skills Center (SSC)

Contacts: Joyce Alswager, Reading Specialist, Oconto Falls High School, 408 Cedar Avenue, Oconto Falls, WI 54154, (414) 846-3216 or Thomas Simonson, Principal, Washington Elementary School, 102 South Washington Street, Oconto Falls, WI 54154, (414) 846-3456.

Children Served: Truants or students with attitude problems and poor study skills

Description: A committee of teachers meets weekly with the principal to discuss students with low grades related to poor attendance. They are referred to the SSC on an as-needed basis. A teacher works with them on study skills and attitude toward school attendance.

Oregon School District

Minimum Expectations Program

Contact: Roland J. Cross, Assistant Administrator, Oregon School District, 200 North Main Street, Oregon, WI 53575, (608) 835-3161.

Children Served: Academically disadvantaged

Description: Teachers, counselors, parents, or students may make referrals for this program. To qualify, students must clearly demonstrate a

need for individualized educational programs and cannot be eligible for EEN placement. Students, teachers, and parents must demonstrate a desire to participate and the school administrators, psychologist, and counselor must agree that the program is appropriate. Students must meet minimum performance standards. Their permanent records reflect that modification of course expectations were made.

Oshkosh Area School District

K-12 Alternative Education Program

Contact: Ted J. Sehmer, LVEC/Chapter 2 Federal Projects Director, Oshkosh Area School District, 1500 Southland Avenue, P.O. Box 3048, Oshkosh, WI 54903, (414) 424-4055.

Children Served: Disadvantaged and at-risk students K-12

Description: Alternative program teachers at the elementary and middle schools work with alternative program coordinators at the high schools to identify at-risk students and provide appropriate educational alternatives. These may include work experience, remedial programs, cooperative efforts with Fox Valley Technical Institute, vocational training, and counseling activities.

Owen-Withee School District

Uplift

Contact: David Nelson, Owen-Withee School District, Owen, WI 54460, (715) 229-2151.

Children Served: Students with low motivation and behavior problems who are at risk of dropping out

Description: This program has been successful for six years. Eligible students in grades 10 to 12 are programmed into this class with parent permission. They receive credit for career planning, history, and English. Grades are pass/fail. Behavior, attitudes, and other social skills are also addressed on a daily basis. A support group approach is used.

Palmyra-Eagle Area School District

Log Card System Step Program

Contact: Al Chmiel, Assistant Principal, Palmyra-Eagle High School, 123 Burr Oak Street, Palmyra, WI 53156, (414) 495-2136.

Children Served: All

Description: This discipline and attendance monitoring program delineates specific actions and approaches. For example, diagnostic evaluations mandate automatic student referral to an appropriate agency for evaluation. Then, staff try to help the student alter unacceptable behavior. A conference with parents, an evaluation team, and school staff is mandatory before a student returns to the regular classroom.

The final stage can be expulsion with homebound instruction. The parents and student must meet definite criteria for reinstatement.

Pardeeville Area School District

Special Student Program

Contact: Gerald O. Skaar, District Administrator, Pardeeville Area School District, 120 South Oak Street, Pardeeville, WI 53954, (608) 429-2151.

Children Served: Students with special needs ranging from hardship at home, to emotional or physical problems, to unique career objectives

Description: This flexible program seeks to improve educational opportunities on an individual basis. It offers part- or full-time academic work at an institution of higher education, waiver or substitution of graduation requirements, and adjustment from full-time to part-time high school attendance.

Students may be referred to the program by high school staff, social services agencies, the police department, or other appropriate personnel. All special student application forms must be signed by the student, parent(s) or guardian(s), the referring agency (if applicable), the school counselor, and the principal. Applicants must be fully aware that participation in this program is a privilege. Each applicant should not necessarily *expect* to be designated as a special student. Special student status is not automatically continued from semester to semester. It may be revoked when it is obviously not in the best educational interests of the student.

Port Washington School District

GED Programming

Contact: Bruce Johnson, Chairman, Special Education Department, Port Washington High School, 427 West Jackson Street, Port Washington, WI 53074, (414) 284-5569.

Children Served: Learning disabled and emotionally disturbed

Description: The Port Washington High School offers half-day programming in the GED sequence to students who are over age 17 and have minimum credits toward graduation. The other half-day is geared toward helping students find employment within the community. After training, students are provided an opportunity to take the GED test at the Milwaukee Area Technical College. Currently, this program is offered only to students with exceptional educational needs. The potential to provide it to additional students is being reviewed.

Racine School District

Advocacy

Contact: Donna Tartagni, Director of Guidance and Counseling, Racine School District, 2220 Northwestern Avenue, Racine, WI 53404, (414) 631-7092.

Children Served: Students in grades 6-8

Description: The Advocacy Program addresses transescent students' needs to become more aware of and responsible for their own behavior, to practice communication skills that build positive relationships, and to be recognized for their talents, skills, and worth as human beings.

The heart of the program is the advocate, a caring staff person who has an awareness of the overall pattern of life, in and out of school, for a group of 15 to 18 students over a three-year period.

Advocates' facilitate circle sessions with their students for 30 minutes about once every two weeks. They also collect information regarding attendance patterns; interests and abilities; growth in awareness of self and others; social interaction skills and positive self-concept; health, volunteer, and extracurricular activities; and academic achievements. Advocates contact students and their parent(s) individually at least twice each year and make referrals to the school counselor for special services as needed. In addition, they give positive attention and support to each student informally and creatively throughout the year.

Park Experiential Program (PEP)

Contact: James Thompson, Principal, Washington Park High School, 1901 Twelfth Street, Racine, WI 53403, (414) 631-7222.

Children Served: Disaffected juniors and seniors

Description: PEP is a school within a school for high-risk, disaffected students. Twenty juniors and twenty seniors are enrolled. Instruction in social studies and English is modified to address student needs for a slower pace. Participants receive employment readiness instruction daily. As juniors, they serve as grade school tutors for five hours a week. As seniors, they are placed in work experience programs and continue with tailored academic instruction.

Richland School District

Top Twenty Program

Contact: Tom Shields, Assistant Principal, Richland Center High School, East Third and Park Street, Richland Center, WI 53581, (608) 647-6131.

Children Served: Students in grades 9 and 10 with academic and behavioral problems

Description: This program is designed to help students overcome a variety of educational or attitudinal problems. Top Twenty matches one teacher with one student. Weekly sessions involve goal setting and exploration of student concerns. Parents are informed via a weekly mailing of progress reports.

Seymour Community School District

Personal, Academic and Career Education (PACE)

Contact: Pat Klass, Seymour Community School District, 10 Circle Drive, Seymour, WI 54165, (414) 833-2304.

Children Served: Potential dropouts in grades 10-12

Description: PACE is an alternative education program that serves students who have repeatedly demonstrated an inability to succeed in the regular school program. Each program is based on individual needs. Students either apply for or are referred to the PACE selection committee. They usually reflect one or more of the following characteristics: low self-concept, high absenteeism, academic deficiencies, and being inconsiderate of self and/or life in general. Student and parent must both approve of entry into the PACE program.

Shawano-Gresham School District

Interagency Services Program

Contact: Jacqueline Ackerman, Assistant Principal, Shawano High School, 1050 South Union, Shawano, WI 54166, (715) 526-2175.

Children Served: K-12

Description: This program is a cooperative endeavor among Shawano-Gresham School District, the Department of Social Services, Family Systems/Services, Unified Health Services of Shawano and Waupaca Counties, Community Counseling Center, and the district attorney. There is a joint agreement by these agencies to work with each student as determined by the ISP team. Primary program responsibility is assumed by the school district. The district provides a teacher to supervise the educational program, and the director of pupil services serves as the ISP coordinator. In addition to school programming, parenting classes, AODA counseling, and outpatient health services are provided. There is no shifting of funds between agencies to support the program, but reallocation of agency staff time may be involved.

Personal, Academic, and Career Education (PACE)

Contact: Fred Ponschok, Supervisor, Career/Vocational Education, Shawano-Gresham School District, 204-210 South Franklin Street, Shawano, WI 54166, (715) 526-2175.

Children Served: K-12

Description: PACE uses a team approach to help students develop a positive mental attitude toward self, others, school, society, work, and life. It helps develop the basic skills of social interaction, communication, computation, logic,

decision making, and problem solving. Students also develop the confidence and desire to acquire employment skills. Program goals include increased attendance, improved academic progress, high school graduation, and setting post-graduation goals.

Sheboygan Area School District

ATP - Adolescent Treatment Program

Contacts: Michael Weber, STRIVE Coordinator, Peg Cook-Pipping, Teenage Parent Instructor, Sheboygan Area School District, 830 Virginia Avenue, Sheboygan, WI 53081, (414) 459-3540/459-3539.

Children Served: Teenage parents, adjudicated delinquents, truants

Description: This is a hospital-based program for students who have attempted suicide and are hospitalized by their doctor. The in-hospital program includes an educational component, as well as a counseling component. A teacher/social worker/nurse team works with the medical staff to assist these students in crisis.

Goal Oriented Adult Learning (GOALS)

Contact: Bernard A. Schmitt, Director of Pupil Services, Sheboygan Area School District, 830 Virginia Avenue, Sheboygan, WI 53081, (414) 459-3536.

Children Served: Adjudicated delinquents, dropouts, and truants

Description: GOALS is a high school program provided under contract with the Lakeshore Technical Institute for students who cannot adequately function in the school setting, and need a more flexible, mature approach to meeting graduation requirements.

Jailbound Program (JBP)

Contacts: Michael Weber, STRIVE Coordinator, Peg Cook-Pipping, Teenage Parent Instructor, Sheboygan Area School District, 830 Virginia Avenue, Sheboygan, WI 53081, (414) 459-3540/459-3539.

Children Served: Adjudicated delinquents, truants, and teenage parents

Description: This program operates in the Sheboygan County Jail and uses a life skills curriculum with a programmed learning approach. A teacher meets with the student in jail to provide an alternative educational program. The total curriculum includes thirty modules which are related to current course offerings in consumer economics, home economics, and social studies. The modules comprise the equivalent of a semester course and provide one-half credit toward graduation.

Sheboygan Treatment for Reintegration Through Involvement in Vocation and Education (STRIVE)

Contact: Michael Weber, STRIVE Coordinator, Sheboygan Area School District, 830 Virginia Avenue, Sheboygan, WI 53081, (414) 459-3540.

Children Served: Adjudicated delinquents, truants, and emotionally disturbed students

Description: This program is for disruptive adolescents who need strict behavior modification and counseling to be reintegrated with the school setting. This interagency program involves cooperative effort between the school and the department of health and social service.

Stoughton Area School District

Alternative Learning Program

Contact: Dan Wiltrout, ALPS Coordinator, Stoughton Area School District, 211 North Forest Street, Stoughton, WI 53589, (608) 873-7257.

Children Served: Students who are disadvantaged, behind in credits for graduation, drug or alcohol abusers, or school-age parents

Description: This program provides intake counseling, participant assessment (including

families), individualized instruction, and supervision for 75 economically disadvantaged 16- to 21-year-old rural youth who are dropouts or high- risk potential dropouts.

ALPS serves as an advocate to assure continued enrollment in school or return to school for dropouts. Day care for school-age parents is provided. Participants gain a positive work history plus basic, social/personal, and employability skills for entry-level employment. Participants also receive vocational skill training for jobs available locally in the agriculture, industrial/mechanical, retail/clerical, and health/child care fields.

Middle School Block System

Contact: Barbara Johnson, Principal, Stoughton Middle School, 220 East North Street, Stoughton, WI 53589, (608) 873-7257.

Children Served: All preadolescent students

Description: The block or school-within-a-school organization allows middle school students to share a common group of peers, a block leader, and a team of teachers for mathematics, language arts, social studies, science, and reading. Incoming sixth graders stay with their block for two years. Eighth graders are assigned to separate blocks with increased emphasis on preparation for transition to the high school.

Advantages of the block structure include: a daily team meeting for teachers to discuss student needs in relation to instructional planning, team teaching, and individualized instruction; flexibility in scheduling based upon a common group of students, a common block of instructional time, and an opportunity for interdisciplinary units based upon student needs; flexibility in grouping allowing for one-to-one, small, or large groups depending on activity; an efficient communication channel for parents; and an emphasis on individual instruction, guidance, and continuous progress.

Student Assistance Program

Contact: Charlotte Richards, Director of Special Education, Stoughton Area School District, 211 North Forest Street, Stoughton, WI 53589, (608) 873-7257.

Children Served: Students experiencing personal problems, family trauma, or alcohol or drug abuse

Description: This program provides assistance and support for students experiencing problems such as chemical use or abuse, sexual abuse, depression, suicide, separation/divorce, or eating disorders. It has been further developed to include middle and high school student activities and services that focus on both prevention and intervention. The program helps participants become healthier, more productive members of their home, school, and community. Both the middle school and the high school have SAP coordinators who provide direction. The special programs coordinator provides districtwide coordination.

Superior School District

Experiential Learning Program (ELP)

Contacts: Craig Peterson or Cheryl Zuber, Superior School District, 823 Belknap Street, Superior, WI 54880, (715) 394-0479/394-0444.

Children Served: Potential dropouts, abused children, drug and alcohol abusers, nongoal directed youth, and students with behavior or attitude problems

Description: This program receives approximately $90,000 from the DPI/JTPA with the Superior School System providing additional salary for a half-time program coordinator. It helps meet the education and training needs of economically disadvantaged and at-risk youth and is designed to help students prepare for a general education diploma. It provides pre-employment and work maturity skills; career assessment; group counseling in self-awareness; communication; decision making skills development; and one-on-one tutoring. Douglas County Chemical Dependency Services works within the school system to help students develop the knowledge, skills, and attitudes necessary for successful employment.

The program includes a seminar class and work experience. Students receive academic credit for both. The classroom instructor serves as the school/work coordinator and works closely

with the worksite supervisor. Students begin as volunteers with the possibility of paid employment upon successful completion of the program.

Students are referred to the program by school counselors, administrators, psychologists, concerned parents, or community services staff.

Life Skills

Contact: Marsha Bergren, School Counselor, Superior Central Jr. High School, 823 Belknap Street, Superior, WI 54880, (715) 394-0258.

Children Served: All ninth grade students

Description: This one-semester class meets every other day and is taught by school counselors. It includes stress management, emotions, assertiveness, and relaxation; teen suicide; boy-girl relationships, pregnancy, birth control, sexual assault, and incest; and AODA education.

School Forest

Contact: Bernard Dinda, Superior School District, 823 Belknap Street, Superior, WI 54880, (715) 399-8645.

Children Served: Academically disadvantaged

Description: Students work in an outdoor facility and receive one or two conservation credits depending on the number of hours spent at outdoor activities. They also receive credits for indoor activities. English, senior social studies, and United States history are offered. Courses may change depending on individual needs.

Attendance has improved and most of the School Forest students receive passing grades in other subject areas.

UW-Oshkosh

Outdoor Adventure

Contacts: Lin Peterson or Byron Malsin, CCDET, Education Building, UW-Oshkosh, Oshkosh, WI 54901, (414) 424-3034.

Children Served: Students unable or unwilling to fit into the traditional classroom setting

Description: Outdoor Adventure develops alternative education programs and does follow-up for student leaders, at-risk youth, physically handicapped youth, and students with special educational needs. Programs are designed for each specific group.

The program also provides opportunities to affirm positive values, skills, abilities, and character. Outdoor Adventure specializes in outdoor-oriented educational experiences that affect students in the areas of self-esteem, confidence, team-building, problem-solving, healthy risk-taking, cooperation, facing fears, personal growth, and personal success.

The program office is at the University of Wisconsin-Oshkosh in the Center for Career Development. Its programs go as far away as Minnesota and the Upper Peninsula of Michigan for two weeks of intensive, credit-producing, educational trips on foot, canoe, bike, and skis. It can also develop a program to provide several hours or several weeks of training on school property.

University of Wisconsin Center—Rock County

Project Excel

Contact: Greg Smith, University of Wisconsin Center, 2909 Kellogg Avenue, Janesville, WI 53545, (608) 755-2811.

Children Served: Minority high school students

Description: The University of Wisconsin Centers received an allocation of $18,000 for pre-college programming for 1985-86. Project Excel is an off-campus program which links the Rock County university campus and the Beloit School District.

Project Excel assists minority students and encourages them to remain in school and to explore the possibilities of postsecondary education early in their high school experience.

A secondary purpose is to build stronger cooperative ties between the university and the school district.

Staff from the skills development center (SDC) at UWC-Rock County provided tutorial and instructional support to 35 minority high school students for 8 weeks during the summer. These students also participated in a school district program that was funded by the Private Industry Council. SDC staff continued working with the same group of students throughout the academic year.

Activities included tutoring, supplemental counseling, career exploration seminars, and college preparation seminars. Participants make at least one campus visit a year.

Waterloo School District

Youth in Partnership

Contact: Betty Kehl, English Department, Waterloo Junior/Senior High, 785 North Monroe Street, Waterloo, WI 53594, (414) 478-2171.

Children Served: Students with poor peer relationships, withdrawn children, and students with poor self-concepts

Description: This program pairs junior high students with high school students in an attempt to establish positive peer interactions. It provides a positive role model for young students, expands the network of friendships within the school, develops increased responsibility and leadership among older students, and provides an atmosphere which encourages open discussion and problem solving.

Waukesha School District

School Social Work Program

Contact: James P. Haessly, Director of Student Services and Exceptional Education, 222 Maple Avenue, Waukesha, WI 53186, (414) 521-8862.

Children Served: At-risk children K-12

Description: Program goals are to identify, assess, and resolve the social and emotional needs which interfere with children's attendance, adjustment, and achievement in school.

The program maintains, as a primary focus, the right of all children to a free and appropriate education and to support services as needed. It includes identifying factors in a child's home, school, and community which hinder education; mobilizing family, school, and community resources to maximize the benefit from educational programming; and preparing social developmental assessments.

STEP and STET

Contact: Sandy Bosin, Guidance Coordinator, Waukesha School District, 222 Maple Avenue, Waukesha, WI 53186, (414) 521-8844.

Children Served: Any concerned parents

Description: STEP (Systematic Training for Effective Parenting) and STET (Systematic Training for Effective Teaching) courses are taught by counselors and social workers to district staff and parents. Approximately 8 to 10 day and evening groups are run each year for parents. This is a commercially available program that highlights the need for effective parenting.

Wausau School District

Dropout Prevention and Intervention

Contact: David Damgaard, Administrator of Exceptional Education and Pupil Services, Wausau School District, 1018 South Twelfth Avenue, P.O. Box 359, Wausau, WI 54401, (715) 848-2934.

Children Served: Students who are teenage parents, chemically dependent, dropouts, behind in grade level, or nongoal directed

Description: The program provides counseling to assist students in course selection to meet credit deficiencies. It also provides a support role to insure improved attendance, completion of assigned tasks, development of good study habits, a purpose in learning, development of a

positive self-concept, healthier interpersonal relations, and better decision-making skills.

A nonfinancial agreement with Job Service is developed for part-time, unsubsidized work during the period of instruction. Students with no work experience are placed in subsidized work experience through the Community Action Program for a total of 250 hours. There are also counseling activities for students identified as users of drugs and/or excessive amounts of alcohol, and for students who are pregnant or who have become parents. Each student is also educated about post-high school opportunities available within the VTAE and University of Wisconsin system schools.

Whitewater Unified School District

Teen Talk

Contacts: Jean Green or David Stimpson, Whitewater Unified School District, 401 South Elizabeth Street, Whitewater, WI 53190, (414) 472-4800.

Children Served: Grades 9-12 students with family, suicidal, academic, and substance-abuse problems or tendencies

Description: This voluntary program helps students address teen issues. It is solely designed by students. Guest speakers provide information on such topics as drug and alcohol abuse, suicide, interpersonal relationships, coping with academic difficulties, and dealing with family problems. Time is allowed for student-to-student interaction to develop coping skills.

West Central Wisconsin CAP

Teen Parent Project (Barron, Chippewa, and St. Croix Counties)

Contact: Tom McCausland, Associate Director for Operations, West Central Wisconsin CAP, 525 Second Street, Glenwood City, WI 54013, (715) 265-4271.

Children Served: Teen parents

Description: This project has three goals for its participants: unsubsidized, long-term employment; high school credentials; and further job training, further education, or JTPA-subsidized employment. Services include peer counseling, support groups, and job and decision-making skills development.

Western Dairyland Self-Reliance Project

Contact: Jacque Hogan, Program Director, Western Dairyland E.O.C., P.O. Box 128, Whitehall, WI 54773, (715) 538-4336.

Children Served: 14- to 19-year-old, at-risk female adolescents

Description: This project seeks to reduce the likelihood of future AFDC dependency. It serves Buffalo, Trempealeau, Jackson, and Eau Claire counties and includes employment-readiness training and work experience. The project also provides instruction on health care, interpersonal relationships, support services, consumer issues, and community resources. Vocational and educational training assistance in career options, preparation for the GED test, or support to complete high school are also offered. The project is funded with $120,711 of WEOP funds.

CESA 4

Human Growth and Development Program

Contact: Marilyn Van Wyk, CESA 4 Coordinator, 205 Main Street, Onalaska, WI 54650, (608) 785-9370.

Children Served: Students who are sexually active, school-age parents, drug addicted, or suicide prone

Description: Through staff and curriculum development, the health curriculum has integrated physical development, understanding self, decision making, pregnancy, birth, and contraception units. Workshops for school-age parents on staying in school and career devel

opment are offered. Prevention programs and materials on suicide and drug abuse are available to schools.

Instructional Television Programs

Emotional Abuse Prevention

Contact: Eileen Littig, Director and Producer, NEWIST, 2420 Nicolet Drive, Green Bay, WI 54301-7001, (414) 465-2599.

Children Served: Grades 6-12

Description: This is a 30-minute instructional television program dealing with the causes and effects of emotional abuse. It explores situations of emotional abuse through actual case studies, identifies a variety of abuses, and suggests how the individual may combat or prevent them.

Sex Equity

Contact: Eileen Littig, Director and Producer, NEWIST, 2420 Nicolet Drive, Green Bay, WI 54301-7001, (414) 465-2599.

Children Served: High school students

Description: This 30-minute instructional program is for high school students. It explores the current state of sex equity; sex disparity; model projects; the equity principle; gender expectation and student achievement; and all issues concerning sex equity in the home, schools, community, and vocations. This program will explore nontraditional roles and vocational education such as Carl Perkins programs.

Out-of-State Program: Colorado

Computer Assisted Procedure to Help Identify Potential High School Dropouts

Contact: Barry S. Beal, Denver Schools, 3800 York Street, Denver, CO 80205.

Children Served: High school students

Description: A computer program to help identify potential dropouts was developed. A dropout was defined as a pupil who leaves school before graduation for any reason except death, illness, or transfer to another school. Four specific predictor variables were identified: grade point average, percent absence, number of suspensions, and competency tests taken in ninth grade.

Pupils were identified by student number, age, sex, and racial or ethnic group. School achievement variables are: grade point average, special education, days absent in present semester, days suspended, number of suspensions, standardized test scores, and minimum competency test scores. Reports are sorted by school, grade, and counseling teacher. Scores on the four predictor variables are flagged if they fall below a set level and the flags are printed opposite the pupil's name. Reports are sent to the school counselors.

Out-of-State Program: Florida

Developmental Play

Contact: Viola Brody, Pupil Personnel Services Demo Project, Euclid Student Services Building, 1015 Tenth Avenue North, St. Petersburg, FL 33703.

Children Served: Small groups of children ages 2-6 with learning and social behavior problems

Description: Developmental Play is both a relationship-focused, activity-based intervention program for young children and a training model in child development and behavior for college students, pupil service workers, teachers, parents, and paraprofessionals. Although the focus is on play rather than school work, it is a structured program in which participants get to know each other by having a good time together.

The program creates the atmosphere of a large family whose members experience warmth, caring, and openness. Small groups of children meet with the same number of adults. Each child is assigned to one adult who becomes

that child's parent for that hour. The goal is to stimulate an attachment between the adults and children. The rationale is that through this process the child learns the basics for being able to learn reading, writing, and arithmetic in a school setting.

Weekly sessions are divided into three parts: individual child-adult play, circle time for group activities, and juice time for closure. Supervision is provided to help participating adults analyze their experiences.

Out-of-State Programs: Kentucky

Helping Hands Parent Volunteer

Contact: Claire Boone, Westside School Caldwell County, 3201 Short Street, Princeton, KY 42445.

Children Served: K-12

Description: The program helps students attain a better self-image by helping them achieve academically. It uses parent volunteers to free teachers for instruction in basic skills or to deal with special problems. It allows parents to better understand the school system and to help their own children at home. It also increases community awareness of the total school program.

Project Pal

Contact: Katherine M. Crenshaw, P.O. Box 129, New Castle, KY 40050.

Children Served: Grades K-12

Description: Project Pal is a volunteer caring program. Faculty members volunteer to accept one or more students as a special friend. Teachers establish rapport with their pals and show a special interest whenever they meet in the halls, playground, lunchroom, or for special activities. The teacher is available to assist the student in working through problems as they arise.

Students may be referred by teachers, administrators, parents, outside agencies, or themselves. By having an identifiable advisor within the school system, the students may find the one source they desperately need to help them become all that they are capable of becoming.

Project Plan and Project Life Skills

Contact: Ernest G. Thro, Program Director, Hardin County Board of Education, 110 South Main Street, Elizabethtown, KY 42701, (502) 769-6302.

Children Served: Potential high school dropouts who have been identified as needing remediation in basic skills

Description: Both projects, Plan and Life Skills, are designed to assist high school students in basic skills, pre-employment and work maturity training, vocational skills knowledge, and career development. Both also provide dropout prevention programs with an emphasis on guidance and counseling. Participants earn up to one credit a year.

In Project Life Skills, a review of pre- and post-scores on the Wide Range Achievement Test (WRAT) revealed that the average academic growth in reading was 14 months, the average gain in spelling was four months, and the average increase in mathematics was five months. The composite mean academic growth (reading, mathematics, and spelling) for participating students was eight months.

During the same time period, students enrolled in Project Plan had an academic growth of 13 months as measured by the Comprehensive Test of Basic Skills (CTBS).

In the area of dropout prevention, all participants in Project Plan remained in school, while 92.5 percent of the students in Project Life Skills completed the school year. Further, 88.4 percent of the participants in both projects improved their average attendance.

Program "Gotcha"

Contact: Linda Wilhelms, Assessment Counselor, Division of Public Personnel, Jefferson County Public Schools, 3332 Newburg Road, Tomsville, KY 40218.

Children Served: High-risk ninth graders

Description: Graduation On Time: Classmates Helping Attendance (GOTCHA) is a peer-support program to improve attendance of potential dropouts. It is low cost, interschool, and derives its strength from the dynamics of peer group influence. Important components include peer matching, mentor training, daily activities, group meetings, parent involvement, and recognition. The key to program success lies in the commitment of the staff facilitator and administrative support. The program can be implemented on either a small or large scale.

Out-of-State Programs: Michigan

Personal Development Program for Potential Dropouts (PDP)

Contact: Roger Sykes, Waterford School District, 6020 Pontiac Lake Road, Waterford, MI 48094.

Children Served: Secondary school students

Description: This program assists students who are not able to succeed in the general school population for such reasons as poor attendance, low achievement, lack of self discipline, and loss of credits. It is not for special education students, students with extreme disciplinary problems, or those with severe mental or social retardation. Students 18 years of age or older will not normally be admitted.

Instruction is basically in English, mathematics, physical education, consumer education, business, science, and social studies. Course content is based on the syllabus used by the counseling department for the day program. Students may take electives, attend vocational school, or work while in the program. One-half credit per semester may be given for work experience. The PDP has control over credits and grades. Academic credit is given on the basis of time spent in sessions, with 60 hours equal to one-half credit. Students who enter PDP after the start of the semester may have their credits prorated. Only graduating seniors will be permitted to leave before a semester is over.

Recognition of Student Achievement and Positive Behavior through Financial Incentives

Contact: Duane Lewis, Principal, Clarkston Junior High School, 6300 Church Street, Clarkston, MI 48016, (313) 625-5361.

Children Served: Students in grades 7-9

Description: A lottery offering a total of $500 in cash is used to motivate students in the areas of attendance, grades, behavior, citizenship, and general school performance. Students receive one lottery ticket for each quarter of perfect attendance; one for earning all A's and B's; one for good citizenship; and one for going an entire quarter without a referral. Students also receive a ticket each time they are recommended as student of the week. (There is no limit on the number of tickets they can receive in this area.) At the end of the year, two $50 cash prizes are awarded for each of the five categories— grades, attendance, and so forth. The Junior High Student Council helped develop the criteria and donated the $500 for prizes.

Tough Love

Contact: Maria Schneider, Farmington Group, 28301 Syke Drive, South, Farmington Hills, MI 48018.

Children Served: Parents of children with behavior, drug, alcohol, and similar problems

Description: This self-help program uses the principles published by David and Phyllis York in their book *Toughlove*. Local groups meet weekly and use the guidelines provided in the book. Parents work with each other to achieve changes in their children's behavior. One of the basic principles is setting a "bottom line" beyond which behaviors become unacceptable, and then establishing a consequence for when this "bottom line" is breached. It helps kids learn to be responsible for their actions and take the consequences for unacceptable behavior. Tough Love groups also work through community resource groups and agencies.

Waterford Youth Assistance

Contact: Jeanette Morrison, President, Waterford Youth Assistance, 2690 Wewoka, Pontiac, MI 48054.

Children Served: Children and parents

Description: This program is set up to prevent delinquency and neglect. Volunteers are involved in parent education through the Waterford Early Prevention Program (WEPP), the Parent Readiness Education Project (PREP), and Systematic Training for Effective Parenting (STEP). Two paid caseworkers provide counseling services of a secondary prevention nature and serve as advisors.

Parents attend parent education classes by self-referral. WEPP, PREP, and STEP address parenting at three levels: newborn, preschooler, and school age. An early referral program also involves caseworker intervention with the parents of truanting elementary-aged children. These parents are referred by school administrators.

Youth Assistance Programs of Oakland County

Contact: Robert Cross, Supervisor, Oakland County Youth Assistance, 1200 North Telegraph Road, Pontiac, MI 48053.

Children Served: Predelinquent children ages 0-17

Description: Each school district in Oakland County has a local youth assistance program. A caseworker provides counseling to families who are referred. Caseworkers also work with volunteers to develop and implement prevention programs to assist families with parenting skills and lead to a reduction in delinquent and neglectful behaviors.

Services are voluntary. The client is not a ward of the juvenile court and does not have a court record. Referrals come from parents, school, police, businesses, clergy, and others. Contact is made with the family 48 hours after a referral. Clients who require long-term services are referred to appropriate agencies. Some prevention programs include camping, youth involvement, youth employment, PLUS (matching a child with a caring adult), parent education workshops, and recreational activities.

The program is going into its thirty-first year. Approximately 1,200 volunteers are involved. Each local program is sponsored by the probate court, juvenile division, the school district, and the municipalities within the school district.

Out-of-State Programs: Missouri

Rotary Double E Program

Contact: Burl D. Harmon, Project Coordinator, Kansas City Public Schools, 820 West 20th Street, Kansas City, MO 64108, (816) 471-5394.

Children Served: Grades 9-12

Description: This alternative education program is designed to give students who do not fit into the regular stream of high school the opportunity to continue learning basic skills and gain work experience in the business community. The project is a joint venture of Kansas City Rotary Club No. 13, the University of Missouri-Kansas City, and the Kansas City School District.

The program devotes half of each week to improving basic skills and self-image in a classroom environment, and the other half to work experience at area firms. The school district provides funding, staff, instruction, and classroom space. Employers provide work experience.

As part of Double E, the University offers potential teachers the opportunity to deal with students outside the conventional high school setting. Although the program is an educational venture first, the work atmosphere is designed to help young persons retain their jobs and enjoy success. Records show that one out of every three enrollees attends class regularly and has a successful work experience.

Secondary Learning Center Program

Contact: John Patterson, Director of Special Services, Lee's Summit School District, 600 Miller Street, Lee's Summit, MO 64063, (816) 524-3368.

Children Served: Students with behavior, academic, and truancy problems

Description: The program increases learning through modification of the curriculum, the instructional materials, and the learning environment. It helps students organize and plan learning experiences. Four groups of high school students are targeted: slow learners; reluctant learners; disruptive students; and students who exhibit characteristics such as truancy, belligerency, aggressiveness/ passiveness, credit lag, frequent suspension, or classroom failure. The target population is identified by rating scales, staff observations, and standardized tests.

The program assists students in earning graduation credits, reducing absenteeism, reducing suspensions, and returning to regular classes. Extended or contracted schedules, parent counseling and participation, and peer tutoring are offered. The program also identifies learning styles; uses adaptive material; provides instruction in basic skills for GED examinations; and develops prevocational, vocational, and job readiness skills. A work program is offered also.

The Vashon Community High School

Contact: Barbara Hold, St. Louis City School District, 911 Locust Street, St. Louis, MO 63101, (314) 231-3720

Children Served: All students grades 9-12

Description: The Vashon Community High School Project encourages the development of basic and advanced academic skills, high self-esteem, leadership and employment skills, and a sense of community and family responsibility.

The three components of the project are an extended day school, a community activities program, and youth support services. The extended day school provides experiential learning alternatives. Its goals are to develop self- and career-awareness activities, to implement an attendance monitoring program, to offer students opportunities to develop leadership skills, to develop a dropout prevention and follow-up program, to act as a liaison to the youth support services components, to foster community networking referrals, and to develop a peer and cross-age tutoring program.

The community activities program links parents, community, and corporations. It stimulates parent involvement with high school students and helps students develop a sense of community through voter education and volunteer experiences.

The youth support services component provides support and education to pregnant students and adolescent parents or nonparents. As part of this component, the Parent Infant Interaction Program offers prenatal groups, parenting groups, individual advisory sessions, home visits, daily school attendance monitoring, teen father support group, grandparent support group, and project redirection where community women act as "big sister role models" for pregnant and parenting teens. The Crib, Infant Care Center, provides infant care for student parents and a laboratory setting for developing parenting skills.

Out-of-State Programs: New York

City As School (CAS)

Contact: Joel Fischer, City-As-School, 16 Clarkson Street, New York, NY 10014, (212) 691-7801.

Children Served: Rural and suburban students, gifted students, and low achievers

Description: CAS is an independent alternative high school whose primary objective is to link students with learning experiences in the community. Instead of attending classes in one building, students move from learning experience to learning experience based on a program chosen from a catalog. Students spend 27-32 hours per week at one or more learning experience centers.

These resources are organizations of a business, civic, cultural, or political nature. Students receive academic credit for "courses" ranging from group meetings once a week at a museum to individual assistantships such as writing daily news for a local paper.

A structured, student-centered Learning Experience Activities Packet (LEAP) helps to identify and evaluate areas of instruction (English—writing for a newspaper; American

Studies—assistantship with a congressperson). Students attend resources for one cycle (nine weeks) or two cycles and receive credit or no credit rather than a letter or numerical grade.

Intercept

Contact: Richard Mauarer, Roosevelt Education Center, Ossining Public Schools, 190 Croton Avenue, Ossining, NY 10562.

Children Served: High school students with high rates of failure and truancy, along with a history of disruptive behavior

Description: Project Intercept provides preservice and inservice training on failing and truant behavior, and how to address such problems before difficulties fully develop.

All program staff are taught effective discipline procedures, classroom management techniques, and instructional skills. A peer consulting team is developed for critique and support. Management skills for an alternative academic program for potential dropouts are also taught.

Project Intercept developed three programs. In the first two, targeted students are placed in self-contained classes for two-thirds of the day and may take electives or vocational training programs during the remainder. The third program offers preventive treatment to ninth graders where one quarter of the day is spent in English and social studies.

Teachers receive training in group counseling and student participants learn interpersonal skills and improve their self-concept. Family intervention and parent training skills are taught to staff responsible for parent contact.

Out-of-State Program: West Virginia

Cabell County Dropout Prevention Program

Contact: Dewey J. Parr, Coordinator, Chapter 2 ECIA Dropout Prevention Program, 620 20th Street, P.O. Box 466, Huntington, WV 25709.

Children Served: Potential dropouts from private and public schools with special emphasis on Huntington High School

Description: This is a program of early identification for potential dropouts. After early identification, a concerted effort is made to utilize all existing school services to head off a possible dropout situation.

It includes a reentry program to help students overcome the stigmatism of having been dropouts. Returning students or possible dropouts are assigned to a special tutor-counselor who assists them in adjusting and assists the teacher in understanding potential dropouts.

The program seeks the advice of parents and community leaders through surveys and meetings to assist in the policy-making decisions. Another interesting feature is its grant system which encourages junior high school students to develop their own dropout prevention programs. There is also a program encouraging principals and teachers to develop high-interest learning situations, especially in the junior high schools.

Resources

The following resources, focusing on multifaceted approaches, were collected from national databases. The documents listed are from the ERIC, Psycinfo, and Sociological Abstracts databases as well as from the Current Index to Jounals in Education (CIJE). They can be obtained from your district media director.

Children At Risk: A Handbook of the Signs and Symptoms of Early Childhood Difficulties
Psycinfo - 62-13735

Crow, Gary A.
New York: Schocken, 1978. 280 p. ($12.95).
Journal Announcement: 6206
Language: English
Document Type : Book
Descriptors: Book; School Age Children; Symptoms; Preschool Age Children; Disorders; Predisposition
Identifiers: Children At Risk, Signs and Symptoms of Early Childhood Difficulties, Handbook

Section Headings: Physical and Psychological Disorders (3200)

Written from the perspective of the classroom teacher. May be of interest to anyone working with 5- to 8-year-olds. Seeks to isolate, define, and recognize the signs and symptoms–physical, emotional, moral, social, sexual, and intellectual—that indicate difficulty in the life of a child. The 100 most frequently encountered symptoms are listed and discussed in subsequent chapters. Includes case histories focusing on the classroom. Chapters end with a symptom profile chart. Appendix presents a listing of 450 danger signs in children.

Dropout Prevention: An Intervention Model for Today's High Schools
CIJE - EJ259467 EA515144

Maurer, Richard D.
Phi Delta Kappan 63.7 (Mar. 1982), pp. 470-71.
Available from: UMI Reprint
Language: English
Document Type: Journal Article (080); Project Description (141)
Journal Announcement: CIJJUL82

Describes Project Intercept in Ossining, New York, which cut the high school's dropout, absence, and failure rates by involving teachers, students, and families. The program uses four major strategies: teacher/staff inservice training, alternative academic programs, student training in social and interpersonal skills, and family intervention training. (Author/WD)

The Prediction of Educational Failure
Psycinfo - 64-04216

Hutchison, Dougal, Hilary Prosser, and Peter Wedge
National Children's Bureau, London, England
Educational Studies 5.1 (Mar. 1979), pp. 73-82.
ISSN: 03055698
Journal Announcement: 6402
Language: English
Document Type: Journal Article

Descriptors: School Age Children; School Readiness; Academic Achievement Prediction; Academic Failure; Academic Aptitude
Identifiers: Feasibility of early warning system. Identification of children at risk for educational failure.
Section Headings: Counseling and Measurement (3590)

Investigates possibility of early warning system for identifying children at risk of educational failure, using data from the National Child Development Study, a survey of about 16,000 students. Concludes that relatively effective prediction could be accomplished using quite simple criteria. Educational criteria themselves were most effective in predicting educational failure. (12 ref.)

Project HOPE (Helping Others Pursue Education)
ERIC - ED240484 CG400209

Inglewood Unified School District,
Four copyrighted newspaper articles have been removed, 1983, 18 p.
EDRS Price - MFO1/PCO1 plus postage
Language: English
Document Type: Project Description (141)
Geographic Source: U.S.; California
Journal Announcement: RIEJUL84
Target Audience: Policymakers; Administrators; Practitioners

Describes a cooperative community/school district counseling program to reduce truancy and juvenile delinquency. Material, in the form of official memos, is divided into four sections. Section 1 describes project funding and target students. Section 2 contains statistics on the numbers of students served, put on probation, and suspended. Section 3 outlines the mode of operation, procedures for suspended and truant students, and activities and services offered at the truancy counseling center. The final section outlines relevant state and local legislation. A student record form, truancy notification letter to parents, and a conference form are included. Document was selected by the Association of California School Administrators Task Force on Public Confidence as worthy of highlighting for the California educational community. (LP)

Reaching Children At Risk: A Model for Training Child Welfare Specialists
Sociological Abstracts - 160204 83W3552

Jones, Joan M. and R. L. McNeely
School of Social Welfare, University of Wisconsin, Milwaukee 53201
Child Welfare 60.3 (Mar. 1981), pp. 148-160
Country of Publication: United States
Language: English
Document Type: Abstract of Journal Article
CODEN:CHWFAS
Subfile: SOPODA
Descriptors: Child, Children, Childhood (081000); Risk, Risks (393250); Training, Trainer (469000); Model, Modeling, Models (274400); Welfare (489725); Specialist, Specialists (439400)
Identifiers: Reaching Children At Risk, Training Model, Child Welfare Specialists;
Section Headings: social welfare-professional orientations of social agents (6150)
Available from: Hard copy reproduction available from SA and UMI, Ann Arbor, MI

Presents model for training child welfare specialists, based on a system for classifying children at risk and providing a range of services and intervention points. The underlying philosophy is preservation of the intact family to the fullest possible degree. Children at risk are placed in four categories: children receiving inadequate parental care; those with special disabilities; abused children; and self-destructive or delinquent children. Eight broad areas of possible intervention are described. The curriculum based on this model is designed to interface with a master of social work program.

The School Leaver and the World Outside
CIJE - EJ312563 RC505752

Phillips, D. John
Education Canada 24.3 (Fall 1984), pp. 26-31.
Available from: UMI
Language: English
Document Type: Journal Article (080); Project Description (141)
Journal Announcement: CIJMAY85
Target Audience: Practitioners

Compares and describes school-leavers in Ontario, Canada, and Somerset, England. Notes functional illiteracy is common among school leavers. Decides best approach is concentrated effort on reading in grades 3-4. Describes program to be instituted in York, Ontario, in September 1984. (BRR)

A Screening Battery for Identifying Children At Risk for Neuropsychological Deficits: A Pilot Study
Psycinfo - 71-16735

Lowe, Jean, et. al.
Clinical Neuropsychology 6.1 (1984), pp. 42-45.
ISSN: 01973681
Journal Announcement: 7107
Language: English
Document Type: Journal Article
Descriptors: Neuropsychological Assessment (33835); Screening Tests (45980); Learning Disabilities (27980); Emotionally Disturbed (16940); Test Construction (52210); School Age Children (45540); Childhood (08750); Adolescent (00920)
Identifiers: Development of Children's Neuropsychological Screening Test, learning disabled vs. emotionally disturbed 11-13-year-olds
Section Headings: Test Construction Validation (2220); Learning Disorders and Mental Retardation (3250)

A Children's Neuropsychological Screening Test (CNST) was developed and administered to 34 normal, 10 learning-disabled (LD), and 15 emotionally disturbed (ED) 11- to 13-year olds. The CNST consists of simple motor tasks; visual and auditory memory tasks; measures of receptive and expressive language; and tests of reading, writing, arithmetic, and abstract reasoning. Normal students performed significantly better than LD students on all measures except receptive language and better than ED on all measures except motor skills and expressive language. LD and ED students differed only on reasoning and memory. These findings, together with the lack of negative effects caused by SES differences of bilingualism, support the use of the CNST. (12 ref)

Street Academies—Filling the Cracks and Crevices of Public Education
CIJE - EJ259487 EA515164

Hamer, Irving S., Jr.
NASSP Bulletin 66.452 (Mar. 1982), pp. 46-54.
Available from: UMI Reprint
Language: English
Document Type: Journal Article (080); Project Description (141); Position Paper (120)
Journal Announcement: CIJJUL82

Introduces some possibilities for treating the misplaced and dislocated adolescent. Reviews the development of street academies as one attempt to address the problems of out-of-school youth. Concludes that systematic efforts are needed to serve an ignored population. (Author/WD)

Torque, Academic Achievement, and Behavioral Problems in Early Adolescents
Psycinfo - 72-03624

Carter, Thomas D. and Richard R. DeBlassie
New Mexico State University
Journal of Early Adolescence 4.1 (Spr. 1984), pp. 83-91.

ISSN: 02724316
Journal Announcement: 7202
Language: English
Document Type: Journal Article
Descriptors: School Age Children (45540); Behavior Problems (05650); At Risk Populations (04225); Lateral Dominance (27840); Screening Tests (45980); Neuropsychological Assessment (33835); Childhood (08750).
Identifiers: Torque Test as screening device and measurement of lateral dominance, identification of risk for behavioral and academic problems, 4th-5th graders.
Section Headings: Cognitive and Perceptual Development (2820)

Investigated the Torque Test, developed by T. Blau as a device for identifying children at risk for behavioral and academic problems. Relationship between torque and lateral dominance also examined. Fourth and fifth graders were drawn from a normal classroom population, minimum IQ 80. Torque Test, a test for lateral dominance, and the Wide Range Achievement Test were administered. Student were rated by parents (using Burks' Behavior Rating Scales) and by teachers. Results indicate Torque Test may be useful for screening behavioral problems, but not for academic difficulties. (24 ref)

Resources: Wisconsin Department of Public Instruction

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Overview

The Department of Public Instruction administers a broad range of programs and services to assist school districts and communities in meeting the needs of children at risk. Programs and services related to children at risk are listed in this section to encourage school and community providers to contact the persons listed for more information.

Programs and Personnel by Division

Handicapped Children and Pupil Services

Victor Contrucci
Assistant State Superintendent, (608) 266-1649

Bureau for Pupil Services

William Erpenbach, Director, (608) 266-8960

Public and Private Agency Education
Beverly Kochan, (608) 266-7118

Issues, Program Improvement Section
Linda Kunelius, Chief, (608) 266-0963

Children At Risk
Dennis Van Den Heuvel, (608) 266-1723

Child Welfare and Community Services
Suicide Prevention
William Berkan, (608) 266-7051

Alcohol and Other Drug Abuse Prevention and Intervention
Susan Fredlund, (608) 267-9242
William Richards, (608) 267-9354

Alcohol and Traffic Safety
Driver Education
Safety
I. Russell Hutter, (608) 267-9239

Pupil Services Team Section
Richard R. Roth, Chief, (608) 266-2829

School Social Work Services
School-Age Parents
Child Abuse/Assault
I. Lorraine Davis, (608) 266-7921

School Psychology Services
Leonard Pennington, (608) 266-3584

School Nursing Services
Laura Taff, (608) 266-8857

School Counseling and Guidance
Vocational Guidance
Pamela Wilson, (608) 266-9677

Bureau for Exceptional Children

Paul Halverson, Director, (608) 266-1781

Developmental, Behavioral, and Learning Impaired Section
Thomas Stockton, Chief, (608) 266-1787

Early Childhood, Sensory and Language Impaired Section
John Stadtmueller, Chief, (608) 266-6951

Program Review and Compliance Section
Nancy Holloway, Chief, (608) 266-2841

Wisconsin School for the Deaf and Hearing Impaired
John Shipman, Superintendent, (414) 728-2677

Wisconsin School for the Visually Handicapped and Visually Impaired
William English, Superintendent, (608) 755-2950

Instructional Services

John Benson
Assistant State Superintendent, (608) 266-3361

Bureau for Vocational Education

Richard Dignan, Director, (608) 267-9244

Agricultural Education
Floyd Doering, (608) 266-2207

Industrial Education
Richard Kitzmann, (608) 266-3551

Agriculture Education and FFA
Kevin Keith, (608) 267-9255

Home Economics Education and FHA-HERO
T. Elaine Staaland, (608) 266-2347

Industrial Education and VICA
John Vanderhoof, (608) 267-9251

Business Education and FBLA
Vicki Poole, (608) 267-2138

JTPA Programs
Job Training/Special Needs Programs Section
Wayne Sherry, Chief, (608) 267-9166
John Niemeier, (608) 267-9247
Patrick Sweeney, (608) 266-2158
Melinda Waggoner, (608) 267-2276

Vocational Special Needs Education
Preston Smeltzer, (608) 266-7987

Vocational/Special Education
Steven Gilles, (608) 267-9256

Community Services/Work Experience
Henry Hendricksen, (608) 267-9448

GED
Annette Weaver, (608) 267-9245

Vocational Equity
Barbara Bitters, (608) 266-9609

Office for School Improvement

Robert Gomoll, Director, (608) 266-2658

Preschool to Grade 5 Program
Thomas Diener, (608) 267-2002

Education for Employment Program
Charlotte Oinonen, (608) 266-7475

Bureau for Program Development

Arnold Chandler, Director, (608) 266-2364

Health Education
Human Growth and Development
Chet Bradley, (608) 266-7032

Consultation and Special Needs Section
Myrna Toney, Chief, (608) 266-2690

Chapter 1
Don Gehrman, (608) 267-9146
William Ernst, (608) 267-9145
Ellen Ryan, (608) 267-9142
Sue Ann Bates-Watkins, (608) 267-9141

Migrant Education
Kathleen Phillips, (608) 266-9616
David DeSoto, (608) 267-7338

Bilingual Education
Ezequiel Vargas, (608) 267-9234

Migrant Parent Involvement
Kristin Helland, (608) 267-2287

School Financial Resources and Management Services

C. Richard Nelson
Assistant State Superintendent, (608) 266-3851

Bureau for School Management Services and Federal Aids

Amza Vail, Acting Director, (608) 267-9293

Community Education Programs and Planning Services
Eric Smith, (608) 266-3569

Education Consolidation and Improvement Act of 1981, ECIA Block Grant
Maryjean Bade, (608) 266-2146

Bureau for Educational Opportunity Programs

Paul Spraggins, Jr., Director, (414) 224-4413

Ashland Office
Sally Riggs-Kessler, (715) 682-4531
Kenneth Thornton, (715) 682-4531, ext. 260

Eau Claire Office
Bonnie Dockry, (715) 836-3171

Milwaukee Southside Office
Glenda Wojtasiak, (414) 224-4296

Racine Office
Annie Jones, (414) 636-3596

Wausau Office
Jane Wiley, (715) 842-0871

Bureau for Food and Nutrition Services

Edward J. Post, Director, (608) 266-3509

Section for Nutritional Services
Kathleen Cole, Chief, (608) 266-2416

Management and Budget

Gary Johnson
Assistant State Superintendent, (608) 266-3903

Bureau for Equal Educational Opportunity

John Strother, Director, (608) 266-3275

Sex Equity
Melissa Keyes, (608) 267-9157

National Origin Equity Project
Alan Caldwell, (608) 267-2283

Liaison to American Language and Culture Education Board
Barbara Thomas, (608) 267-9232

Race Equity Project
Addie Pettaway, (608) 266-0043

Bureau for Education Information Services

Jane Lepeska, Director, (608) 266-9356

National Diffusion Network
William Ashmore, State Facilitator, (608) 267-9179

WDPI Programs Serving At-Risk Children

The Wisconsin Department of Public Instruction administers many programs and projects to serve children at risk. This section offers brief descriptions of some programs and projects which are particularly useful to school districts that are developing or administering local programs. Contact people, statutory references, and basic information are listed.

Alcohol and Other Drug Abuse Program

Section 115.36, Wis. Stats.

Contact: Susan Fredlund or William T. Richards, Consultants, Alcohol and Other Drug Abuse, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 267-9242/ 267-9354.

The DPI provides assistance to help school districts develop AOD prevention and intervention programs. Prevention programs are designed to minimize future problems related to alcohol and other drug use, while intervention programs are designed to help students already experiencing problems. The DPI administers funds for training and for the development of model programs. School districts and CESAs may apply for grants of $10,000 to $40,000 to develop and implement an AOD prevention or intervention program. Training funds are available in the form of fellowship grants to support advanced training and education for school staff involved in the programs.

Alcohol/Driver and Traffic Safety Education

Sections 20.255(1)(hm) and 346.655, Wis. Stats.

Contact: I. Russell Hutter, Consultant, Alcohol/Driver and Traffic Safety Program, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 267-9239.

DPI staff work with educators to develop and implement K-12 alcohol/traffic safety curriculum and instruction programs to deal with the problem of youthful drinking and driving. Curriculum materials and inservice training are provided to local school districts. Mini-grants are available to provide short-term seed money to local school districts, consortium of schools, or CESAs for support of locally initiated projects. Upon request, grant recipients must share project experiences, activities, and materials on a cost-recovery basis with other interested school districts and CESAs.

Bilingual Education

Chapter 115, Subchapter VII, Wis. Stats.

Contact: Ezequiel B. Vargas, Consultant, Bilingual/Bicultural Education, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 267-9234.

Wisconsin state statutes define bilingual education as a "program designed to improve the comprehension and the speaking, reading, and writing ability of a limited-English speaking pupil in the English language so that the pupil will be able to perform ordinary classwork in English." The DPI provides financial and program assistance to school districts for setting up bilingual-bicultural education programs.

Community Education

Section 120.13(19), Wis. Stats.

Contact: Eric C. Smith, Consultant, Community Education and Planning, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-3569.

DPI provides program assistance to school districts to help them set up programs to reach all age groups in their communities. Some districts hire staff to coordinate use of school facilities, identify program needs, and work with school and community groups.

Early Identification Program (EIP)

Section 115.43, Wis. Stats.

Contact: Paul Spraggins, Director, Bureau of Educational Opportunity, Department of Public Instruction, 600 West Walnut, Milwaukee, WI 53212, (414) 224-4413.

EIP provides academic, personal, and career counseling to disadvantaged students (minority and low income), beginning in the eighth grade. The program, in partnership with the parents and schools, helps students make career decisions. Greatest assistance is given to students who might otherwise not be admitted to college because of poor academic performance. EIP counselors work with schools to help get students on track. This may include offering opportunities for part-time employment. Six regional offices are located around the state.

Education Consolidation and Improvement Act of 1981

Chapter 1 Migrant Education

20 U.S.C.A. ss.3801-3807 (also known as PL 97-35)

Contact: Myrna Toney, Chief, Special Needs Section, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-2690.

Through this program, DPI provides financial and program assistance to school districts serving the special needs of educationally disadvantaged migrant students.

Chapter 1 Programs

20 U.S.C.A. ss.3801-3807 (also known as PL 97-35)

Contact: Myrna Toney, Chief, Special Needs Section, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-2690.

The Education Consolidation and Improvement Act of 1981, also known as the Education Block Grant, Chapter 1, provides funds for the improvement of education and instruction in basic skills. The program is administered by the DPI and available to all Wisconsin public school districts.

Chapter 2 Programs

20 U.S.C.A. ss.3811-3863 (also known as PL 97-35)

Contact: Maryjean Bade, Consultant, Chapter 2, Bureau for School Management Services and Federal Aids, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-2146.

Federal funds, administered by DPI, provide for supplementary instructional programs for educationally disadvantaged pupils from low-income families in highly concentrated areas. School districts must have at least ten low-income students to be eligible for the funds.

Regional Offices

Ashland
c/o Northland College
Ashland, WI 54806
(715) 682-4531

Eau Claire
307 South Farwell, Room 9
Eau Claire, WI 54701
(715) 836-3171

Milwaukee North
600 West Walnut
Milwaukee, WI 53212
(414) 224-4466

Milwaukee South
931 West Madison
Milwaukee, WI 53204
(414) 224-4296

Racine
Memorial Hall
72 Seventh Street
Racine, WI 53403
(414) 636-3596

Wausau
808 North Third Avenue, Suite 203
Wausau, WI 54401
(715) 842-0871

Education for Employment

Section 115.367, Wis. Stats.

Contact: Charlotte Oinonen, Project Director, Parker Project, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-7475.

This initiative seeks to involve business, industry, and education in a partnership to develop Wisconsin's economy. An education-for-employment standard and grants for model programs emphasize providing school-supervised work experience, career exploration, employment skills and attitudes, vocational skills, academic skills, and an understanding of economics and American economic institutions.

Education for School-Age Parents

Chapter 115, Subchapter VI, Wis. Stats.

Contact: I. Lorraine Davis, Consultant, School Social Work Services, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-7921.

Any school board, CESA, or consortium of districts may establish a program for school-age parents and be eligible to receive state aid for 63 percent of the costs of teacher salaries, instructional aids, special transportation, and other expenses approved by the state superintendent. Programs shall be designed to provide services and instruction to meet the needs of these parents through graduation or to age 21.

Annually, prior to beginning the program, the school board submits a plan of service to the DPI. This includes the number of students expected to be served, personnel for the program, estimated salaries, and other anticipated costs.

Job Training Partnership Act (JTPA)

29 U.S.C.A. s.1533 (also known as PL 97-300 — 8 percent set aside for education coordination grants)

Contact: Wayne Sherry, Chief, JTPA/Special Needs Section, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 267-9166.

The DPI administers the education portion of this federal program to provide education and training for youth who are at risk of failure. Programs are intended to help students develop academic and vocational skills so they can graduate from high school or achieve an equivalency diploma and be employable. DPI works with the Department of Industry, Labor, and Human Relations as well as with local businesses.

National Diffusion Network

Contact: William Ashmore, Bureau for Management Services, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 267-9179.

The National Diffusion Network (NDN) seeks to promote and share locally developed educational programs that work. Through a process known as adoption, the NDN provides programs, materials, people, services, and funds to help educators all over the country find low-cost solutions to local problems. In Wisconsin, the project is administered by the DPI through its state facilitator who works directly with CESAs and local school districts to provide training and consultation. The NDN offers more than 400 exemplary programs. Content areas

include basic skills, bilingual/migrant education, special education, alternative schools, gifted and talented education, and administration/organizational arrangements.

Precollege Scholarship Program

Section 115.43, Wis. Stats.

Contact: C. Richard Nelson, Assistant Superintendent, Division for School Financial Resources and Management Services, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-3851.

Scholarships to minority students in grades 6-12 allow them to participate in precollege classes or programs to improve academic skills in preparation for postsecondary education. Programs are held both during the school year and in the summer at Wisconsin's public and private colleges and universities.

Preschool to Grade 5 Program

Section 121.03, (P-5), Wis. Stats.

Contact: Thomas Diener, Consultant, Office for School Improvement, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 267-2002.

This program provides supplemental funding to assist the Kenosha and Milwaukee school districts in developing and implementing improved educational programs for economically disadvantaged students from preschool through grade 5. DPI administers the program.

School Food Services

Contact: Edward J. Post, Director, Bureau for Food and Nutrition Services, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-3509.

The DPI administers the National School Lunch Program (NSLP), School Breakfast Program (SBP), Child Care Food Program (CCFP), and Summer Food Service Program (SFSP). All are supported by federal funds. Their purpose is to provide for the nutritional well-being of children, thus enabling them to concentrate on school.

The NSLP and SBP are available to public and private nonprofit schools and residential institutions. The CCFP is available to public and private nonprofit residential child care institutions and to home care providers. The SFSP is available to public and private nonprofit schools, governmental units, and residential public and private nonprofit summer camps serving children from poor economic areas.

School Nursing and Health Services

Sections 115.01(11m), 115.28(7m), 118.255, 118.29, 120.13(11)(a) and (b), 121.02(g) and (l), 140.05(16), and Chapter 143 Wis. Stats. HSS 145, Wis. Admin. Code.

Contact Person: Laura Taff, Consultant, School Nursing and Health Services, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-8857.

The DPI's school nursing and health services consultant works with school nurses as they provide direct acute care and health maintenance services. School nurses monitor immunization records and the administration of medications; provide health counseling for individuals and groups; identify and follow up on health problems; provide health education, program planning, and management services; and supervise health care provided by other than physicians and nurses. Priorities are given to the early identification and follow-up for health-related problems that affect pupil's ability to benefit fully from the school experience.

Vocational Opportunities Program

20 U.S.C.A. ss.2331-2334 (also known as PL 98-524)

Contact: Richard Dignan, Director, Bureau for Vocational Education, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 267-9244.

The federal Vocational Opportunities Program of the Carl Perkins Vocational Education Act provides programs to meet the special needs of handicapped individuals, disadvantaged students, single parents, and others in need of training or retraining. The DPI awards grants to school districts, CESAs, universities, and other postsecondary institutions. Participating school districts must comply with all the federal reporting requirements and employ a local vocational education coordinator.

Wisconsin Educational Opportunity Program (WEOP) Talent Search Program

Section 115.43, Wis. Stats.

Contact: Paul Spraggins, Director, Bureau of Education Opportunity, Department of Public Instruction, 600 West Walnut, Milwaukee, WI 53212, (414) 224-4413.

Talent Search helps educationally and economically disadvantaged students continue their education. WEOP counselors seek out minority and disadvantaged students, particularly in rural and urban areas of the state, and assist them in preparing for and applying to postsecondary schools. Help is provided in obtaining financial aids.

The program is supported by Special Allowance Funds from the Wisconsin Higher Education Aids Board and serves, through local school districts, those in need of help to obtain a higher education. Six regional offices are located around the state. A list of these offices appears on pp. 115-116.

WDPI Publications Related to Children At Risk

Dealing with Child Sexual Assault and Abuse: A Resource and Planning Guide

Contact: I. Lorraine Davis, Consultant, School Social Work Services, Bureau for Pupil Services, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-7921.

This guide is intended for use by schools in dealing with actual and suspected sexual abuse of children, both within and outside the school setting. Policies, procedures, laws, and resources are included to assist schools with staff training and to help them take advantage of existing community resources.

Guide to Curriculum Planning in Health Education

Contact: Chet Bradley, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-7032

This guide is intended to provide a framework for school districts to use in the development of a comprehensive K-12 health instruction program. The guide reflects the current thinking and experience of Wisconsin educators and includes a philosophy, goals, objectives and sample materials which can be used by curriculum planners. The emphasis is on planning a developmental K-12 instructional program, aimed at preventing emotional, physical, and social health problems by promoting a positive lifestyle. The publication focuses on ten major content areas: accident prevention and safety, community health, consumer health, environmental health, family life education, mental and emotional health, nutrition, personal health, prevention and control of disease, and substance use and abuse.

School Counseling Programs: A Resource and Planning Guide

Contact: Pamela Wilson, Wisconsin Department of Public Instruction, Bureau for Pupil Services, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-9677.

This guide emphasizes cooperative and coordinated efforts of adults involved in the lives of school children. It suggests that guidance programs which involve a variety of school staff as well as parents, community members, and business/industry personnel are able to reach more students more appropriately.

The guide focuses on three major areas of development: learning, personal/social, and career/vocational. Specific pupil competencies are listed under each major developmental area. The competencies are basic skills each person must master in order to deal effectively with daily life situations. They are listed across age and grade levels and are designed to be consistent with children's physical and intellectual capabilities at various stages.

Suicide Prevention: A Resource and Planning Guide

Contact: William A. Berkan, Child Welfare and Social Services Specialist, Wisconsin Department of Public Instruction, Bureau for Pupil Services, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-7051.

Developed for local school districts and community agencies, this guide emphasizes a community-based, school-focused approach. The guide includes sample policies and procedures, models of four local school district programs, results of suicide surveys, and basic information on suicide and suicide prevention efforts.

Resources: Wisconsin Department of Health and Social Services 13

Programs and Personnel by DHSS Division

Many services and resources that might support and enhance school district efforts to assist children at risk are available through the Wisconsin Department of Health and Social Services (DHSS) and its regional and local offices. This section presents information about many of these and includes names and telephone numbers to facilitate contacts and requests for additional information.

Division of Health

Bureau of Community Health and Prevention

Contact: Ivan Imm, Bureau Director, (608) 267-9008.

This bureau's services focus on acute and communicable disease epidemiology, environmental and chronic disease epidemiology, and family and community health promotion.

Bureau of Health Care Financing

Contacts:

Madison EPSDT staff: Randy Coloni, (608) 266-9195, or Bill Newell, (608) 266-8168.
EPSDT Hotline (collect calls): (608) 266-5825.

Wisconsin's Early and Periodic Screening, Diagnosis and Treatment Program (EPSDT) provides a comprehensive range of preventive health care services to children (age 0-20 years) of Medicaid-eligible families. These include all Aid to Families with Dependent Children (AFDC) and AFDC foster care families, Supplemental Security Income (SSI) children, and children who are classified eligible as *medically needy*. EPSDT services are available free of charge to children *upon request*, whether the child is under a Health Maintenance Organization/ Continuing Care Provider (HMO/CCP) or a non-HMO fee-for-service health provider system.

A key purpose of EPSDT is educating recipients to the valuable benefits received through periodic health assessments and preventive services. The Department of Health and Social Services encourages Medicaid families to utilize

EPSDT services through the BHCF's EPSDT Central Notification system and through County Departments of Social Services, which together distribute information to all newly certified and recertified recipients and to those recipients who have not made use of EPSDT in the past 12 months.

Division of Community Services

Bureau of Community Programs

Contacts:

Phillip McCullough, Bureau Director, (608) 266-3719.
Elaine Carpenter, Director, Office of Mental Health, (608) 266-3249.
Larry Munson, Director, Office of Alcohol and Other Drug Abuse, (608) 266-3442.
Kary Nyre, Director, Office of Developmental Disabilities, (608) 266-2862.

The bureau offers disability programs for alcoholics and other drug abusers, the blind and vision impaired, developmentally impaired, hearing impaired, mentally disabled, and physically disabled and provides program certification for community programs.

Bureau of Economic Assistance

Contact: John Erickson, Bureau Director, (608) 266-3035.

Policies and procedures are established for AFDC payments, food stamp allocations, emergency assistance, MA eligibility, program compliance and quality control, relief to needy Indian persons, and state supplemental programs to SSI.

Bureau of Human Services

Contact:

Severa Austin, Bureau Director, (608) 266-3443.
Michael Becker, Director, Office for Children, Youth and Families, (608) 266-6946.

Social services programs and the opportunity work program and budget are provided for the aged; children, youth, and families; economically disadvantaged; and Hispanic/migrants/Cuban/Hiatians.

Regional Offices

Contact: Consult the list of regional offices that follows on page 123 for specific names and addresses.

The DHSS regions assume delegated authority to make decisions about county program and administrative issues and provide leadership to implement the department's program and management initiatives.

The regional offices supervise the implementation and maintenance of state policies and procedures for community agencies (51.42/.437 boards, IM units, county human services departments, county social service departments, child support enforcement agencies, and tribal governments) and provide consultation to local service agencies to improve services to the hearing impaired, visually impaired, and physically disabled and to coordinate and advocate for services to these groups. The offices also supervise special needs and independent adoption services and pre-adoptive placement as required by the court; the Interstate Compact on Placement of Children; the independent child abuse investigatory function, including complaint investigation and monitoring for continued compliance with state statutes and state administrative codes; and the licensing and/or certification of group homes for children, day care centers, shelter care facilities for children, community-based residential facilities, and mental hygiene programs throughout the region.

The six regional offices are located in Brookfield (serving 6 southeastern counties), Milwaukee (serving Milwaukee County), Green Bay (serving 17 eastern counties), Madison (serving 12 southern counties), Eau Claire (serving 19 western counties), and Rhinelander (serving 17 northern counties).

DHSS Regional Offices

Eastern Regional Office
Lewis McCauley, Regional Director
200 North Jefferson
Suite 411
Green Bay, WI 54301-5191
(414) 436-3043

Direct Services/Regulation Chief
Robert Wagner, (414) 436-4423

Fond du Lac District Office Licensing Staff
Pat Kremer, (414) 929-3017
Virginia Evans, (414) 929-3007

Milwaukee Regional Office
Silvia Jackson, Regional Director
Sixth Floor
819 North Sixth Street
Milwaukee, WI 53203
(414) 224-4563

Direct Services/Regulation Chief (Acting)
Cliff McCoy, (414) 224-4509

Northern Regional Office
Barbara Voltz, Regional Director
1853 North Stevens Street
P.O. Box 697
Rhinelander, WI 54501
(715) 362-7800

Direct Services/Regulation Chief
Orris Bartholomew, (715) 362-7800

Wisconsin Rapids District Office Licensing Staff
Dick Cywinski, (715) 423-4305

Ashland District Office Licensing Staff
Joe Nemec, (715) 682-3404

Southeastern Regional Office
Charles Holton, Regional Director
141 Northwest Barstow Street
Room 209
P.O. Box 1258
Waukesha, WI 53187-1258
(414) 521-5098

Direct Services/Regulation Chief
Gary Kirst, (414) 521-5085

Southern Regional Office
Mary Southwick, Regional Director
3601 Memorial Drive
Madison, WI 53704
(608) 249-0441

Direct Services/Regulation Chief
Ernest Johnson, (608) 249-0441

Western Regional Office
Marge Kelly, Regional Director
718 West Clairemont Avenue
P.O. Box 228
Eau Claire, WI 54701
(715) 836-2157

Direct Services/Regulation Chief
Russell Johnson, (715) 836-2634

Regulation Supervisor
Beth Furay, (715) 836-4278

La Crosse District Office Licensing Staff
Paul Gettleman, (608) 785-9460

County Department of Social Services and Human Services Agencies

Adams County Department of Health and Social Services
Richard Holt, Director
149 North Main Street, Box 601
Adams, WI 53910
(608) 339-3356

Ashland County Department of Social Services
Sherman Secord, Director
Courthouse, Room 101
Ashland, WI 54806
(715) 682-7004

Barron County Department of Social Services
Shirley H. McGiffin, Director
Courthouse, Room 338
Barron, WI 54812
(715) 537-5691

Bayfield County Department of Social Services
Cheryl Huenink, Director
Courthouse, Box 308
Washburn, WI 54891
(715) 373-2277

Brown County Department of Social Services
William Miller, Director
300 South Adams Street
Green Bay, WI 54301
(414) 436-7011

Buffalo County Department of Social Services
Jerome W. Benson, Director
Courthouse Annex
Alma, WI 54610
(608) 685-4412

Burnett County Department of Social Services
Thomas E. Keith, Director
County Government Center, Box 300-130
Siren, WI 54872
(715) 349-2131

Calumet County Department of Human Services
Norman E. Brickl, Director
Courthouse, 206 Court Street
Chilton, WI 53014
(414) 849-2361

Chippewa County Department of Social Services
John D. Thurman, Director
2833 County Trunk I
Chippewa Falls, WI 54729
(715) 723-2285

Clark County Department of Social Services
Brian Bushnell, Director
Courthouse, Box 190
Neillsville, WI 54456
(715) 743-4621

Columbia County Department of Social Services
Robert W. Andrews, Director
711 East Cook Street, Box 134
Portage, WI 53901
(608) 742-9227

Crawford County Human Services Department
Kenneth L. Arneson, Director
111 West Dunn Street
Prairie du Chien, WI 53821
(608) 326-6431, ext. 244

Dane County Department of Social Services
Jerry McCartney, Director
1202 Northport Drive
Madison, WI 53704
(608) 249-5351

Dodge County Department of Social Services
Donald W. Noltner, Director
Dodge County Courthouse
Juneau, WI 53039
(414) 386-2777

Door County Department of Social Services
Ron Richart, Director
Courthouse, Box 67
Sturgeon Bay, WI 54235
(414) 743-5511

Douglas County Department of Social Services
Gerald Egan, Director
Courthouse Annex
1313 Belknap Street
Superior, WI 54880
(715) 394-0304

Dunn County Department of Human Services
John M. Borup, Director
808 Main Street
Menomonie, WI 54751
(715) 232-1116

Eau Claire County Department of Human Services
Lee Johnson, Director
202 Eau Claire Street
P.O. Box 840
Eau Claire, WI 54702
(715) 833-1977

Florence County Department of Social Services
Duane A. Folz, Director
Courthouse, Box 170
Florence, WI 54121
(715) 528-3296

Fond du Lac County Department of Social Services
Marvin F. Diedrich, Director
87 Vincent Street
Fond du Lac, WI 54935
(414) 929-3438

Forest County Department of Social Services
Mary E. Barge, Director
Courthouse, Box 9
Crandon, WI 54520
(715) 478-3351

Grant County Department of Social Services
John Angeli, Director
111 South Jefferson Street
Box 111
Lancaster, WI 53813
(608) 723-2136

Green County Human Services Department
Bruce Willett, Director
Pleasant View Complex
Box 216
Monroe, WI 53566
(608) 328-9393

Green Lake County Department of Social Services
Stephen Szatkowski, Director
500 Lake Street
Green Lake, WI 54941
(414) 294-6566

Iowa County Department of Social Services
Michael J. Tiber, Director
109 West Fountain Street, Box 98
Dodgeville, WI 53533
(608) 935-9311

Iron County Department of Social Services
Lawrence Samardich, Director
Courthouse, 300 Taconite Street
Hurley, WI 54534
(715) 561-3636

Jackson County Department of Social Services
Marshall H. Graff, Director
221 Main Street
P.O. Box 457
Black River Falls, WI 54615
(715) 284-4301

Jefferson County Human Services Department
Mark Quam, Director
N 3995 Annex Road
Jefferson, WI 53549
(414) 674-3105

Juneau County Department of Social Services
Patrick Liston, Director
Courthouse Annex
220 East La Crosse Street
Mauston, WI 53948
(608) 847-6262

Kenosha County Department of Social Services
N. Clark Earl, Director
714 52nd Street
Kenosha, WI 53140
(414) 656-6500

Kewaunee County Department of Social Services
Giles J. Hanson, Director
510 Kilbourn Street
Kewaunee, WI 54216
(414) 388-3777

La Crosse County Department of Human Services
Paul R. Zei, Director
1707 Main Street
P.O. Box 4002
La Crosse, WI 54601
(608) 784-8900

Lafayette County Department of Social Services
Michael T. Schafer, Director
700 North Main Street, Box 206
Darlington, WI 53530
(608) 776-4066

Langlade County Department of Social Services
Jim Meisinger, Director
1225 Langlade Road
Antigo, WI 54409
(715) 627-6258

Lincoln County Department of Social Services
Curtis Moe, Director
Menard Center
503 South Center Avenue, Box 547
Merrill, WI 54452
(715) 536-0300

Manitowoc County Department of Social Services
Thomas Stanton, Director
926 South 8th Street
P.O. Box 3007
Manitowoc, WI 54220
(414) 683-4230

Marathon County Department of Social Services
Richard W. Delap, Director
400 East Thomas Street
Wausau, WI 54401
(715) 848-1381

Marinette County Department of Social Services
John Gustafson, Director
1939 Hall Avenue, Box 46
Marinette, WI 54143
(715) 732-0191

Marquette County Department of Social Services
Kenneth Ramminger, Director
77 Park Street, Box 405
Montello, WI 53949
(414) 297-9135

Menominee County Department of Human Services
Thomas Bentz, Director
Box 280
Keshena, WI 54135
(715) 799-3861

Milwaukee County Department of Social Services
Thomas A. Brophy, Director
235 West Galena
Milwaukee, WI 53205
(414) 289-6200

Monroe County Human Services Department
Donald E. Mulry, Director
Community Services Building
Route 2, County Trunk B
Sparta, WI 54656
(608) 269-8600

Oconto County Department of Social Services
Lyle Dakins, Director
Courthouse, 300 Washington Street
Oconto, WI 54153
(414) 834-3865/834-3868

Oneida County Department of Social Services
Paul E. Spencer, Jr., Director
Courthouse, Box 400
Rhinelander, WI 54501
(715) 362-5695

Outagamie County Department of Social Services
James E. Stampp, Director
410 South Walnut Street
Appleton, WI 54911
(414) 735-5177

Ozaukee County Department of Social Services
Larry Neve, Director
Courthouse Building, Room 402
Port Washington, WI 53074
(414) 284-9411

Pepin County Department of Human Services
Richard Sundbo, Director
550 Seventh Avenue West, Box 69
Durand, WI 54736
(715) 672-8941

Pierce County Department of Human Services
Dale C. Melstrom, Director
124 North Oak Street
P.O. Box 670
Ellsworth, WI 54011
(715) 273-3531

Polk County Department of Social Services
Richard L. Kammerud, Director
Municipal Building, Box 216
Balsam Lake, WI 54810
(715) 485-3133

Portage County Community Human Services Department
Judy A. Bablitch, Director
817 Whiting Avenue
Stevens Point, WI 54481
(715) 345-5350

Price County Social Services Department
John A. Chrest, Director
Courthouse
Phillips, WI 54555
(715) 339-2158

Racine County Department of Human Services
William Adams, Director
207 Seventh Street
Racine, WI 53403
(414) 636-3671

Richland County Department of Social Services
Lewis Koehn, Director
250 South Main, P.O. Box 673
Richland Center, WI 53581
(608) 647-8821

Rock County Department of Social Services
Ursula S. Myers, Director
Highway 51, North
Box 1649
Janesville, WI 53547-1649
(608) 756-5255

Rusk County Department of Social Services
Thomas Lovely, Director
Courthouse, 311 Miner Avenue
Ladysmith, WI 54848
(715) 532-2116

Sauk County Department of Social Services
Wesley M. Rohrer, Director
116 5th Avenue, Box 21
Baraboo, WI 53913
(608) 356-4866

Sawyer County Department of Social Services
Patricia K. Acheson, Director
Courthouse, Box 192
Hayward, WI 54843
(715) 634-4806

Shawano County Department of Social Services
Earl G. Lundmark, Director
Courthouse, 311 North Main Street
Shawano, WI 54166
(715) 526-6178

Sheboygan County Department of Social Services
John E. Lubbers, Director
1427 North Tenth Street
Sheboygan, WI 53081
(414) 459-3200

St. Croix County Department of Social Services
Robert H. Sanden, Director
904 Third Street
Hudson, WI 54016
(715) 386-5581

Taylor County Community Human Services Department
Tom Pink, Director
219 South Wisconsin Avenue
Medford, WI 54451
(715) 748-3332

Trempealeau County Department of Social Services
DuWayne A. Mickelson, Director
Courthouse, 1720 Main
Box 67
Whitehall, WI 54773
(715) 538-2311

Vernon County Department of Social Services
Richard Q. Scott, Director
Route 3, Box 823
Viroqua, WI 54665-0823
(608) 637-2135

Vilas County Department of Social Services
Edward J. Leveille, Director
Courthouse, Box 369
Eagle River, WI 54521
(715) 479-3668

Walworth County Department of Social Services
Brian Wexler, Director
County Road NN, Box 1006
Elkhorn, WI 53121
(414) 741-3300

Washburn County Department of Social Services
Dennis L. Boland, Director
210 West Fourth Avenue
P.O. Box 250
Shell Lake, WI 54871
(715) 468-7878

Washington County Department of Social Services
Donald Ryd, Director
320 South Fifth Avenue
West Bend, WI 53095
(414) 338-4610

Waukesha County Department of Social Services
Peter W. Schuler, Director
500 Riverview Drive
Waukesha, WI 53186
(414) 548-7212

Waupaca County Department of Social Services
Dennis D. Wendt, Director
1402 Royalton Street, Box 72
Waupaca, WI 54981
(715) 258-8502

Waushara County Department of Social Services
August K. Pagel, Director
Courthouse, Box 898
Wautoma, WI 54982
(414) 787-3303

Winnebago County Department of Social Services
Norman L. Whitford, Director
448 Algoma Boulevard
Box 2646
Oshkosh, WI 54903
(414) 233-1300, ext. 301

Wood County Department of Social Services
Phillip J. Lukowicz, Director
Courthouse
400 Market Street
Wisconsin Rapids, WI 54494
(715) 421-1010

Division of Corrections

Bureau of Juvenile Services

Contact: John Ross, Bureau Director, (608) 266-7551.

The Division of Corrections operates Ethan Allen School, Lincoln Hills School, and the Youth Aids Aftercare Supervision.

Division of Care and Treatment Facilities

Genetic Counseling Provided by Central Wisconsin Center

Contact: Richard Scheerenberger, Director, Central Wisconsin Center, 317 Knutson Drive, Madison, WI 53704, (608) 249-2151.

Community Services System

Contact: Consult the list of community services boards following this section for specific names and addresses, or call the Community Services Division, Wisconsin Department of Health and Social Services, (608) 266-3444 or 266-2754.

A Community Services Board develops and budgets for a comprehensive program ensuring continuous care for the mentally ill, mentally retarded, and alcohol and drug abusers in the local community. A board must provide the following services: prevention, diagnosis, evaluation, inpatient, outpatient, residential care, partial hospitalization, precare, aftercare, emergency care, rehabilitation, supportive transitional care, professional consultation, public information and education, related research, and inservice training. Boards provide these services or contract them from private, voluntary, and public agencies.

Under state legislation, when funds are available, they are allocated to a county based on its population. Programs are reviewed by county boards of supervisors and the regional Health Systems Agency. Final approval and allocation are made after review by the Department of Health and Social Services.

Section 51.42, Wis. Stats., was enacted into law on January 1, 1977, due to nationwide dissatisfaction with institutionalized and custodial care. Wisconsin counties thus became responsible for providing services in alcohol and drug abuse, developmental disabilities, and mental health. The legislation requires this to be done through community boards or boards appointed by a county board of supervisors.

Counties may form a 51.42/.437 board to provide all mental disability services, or they may form two separate boards (a Unified Services Board [s.51.42 board] for mental health and alcohol and drug abuse services and a Developmental Disabilities Services Board [s.54.437 board] for developmental disabilities only). A third option is to form a community human services board under s.46.23 in place of the s.51.42 board or s.51.437 board.

Adams County Unified Board
Cynthia A. Griffin, Director
P.O. Box 295
320 West Lake Street
Friendship, WI 53934
(608) 339-7881

Bayfield County Unified Services Board
Eric Fredenberg, Director
Courthouse, Box 276
Washburn, WI 54891
(715) 373-2212

Brown County Unified Board
William C. Daumueller, Director
2900 St. Anthony Drive
Green Bay, WI 54301
(414) 468-1136

Buffalo County Department of Human Services
Jerome W. Benson, Director
Courthouse Annex, Box 600
Alma, WI 54610
(608) 685-4412

Calumet County Department of Human Services
Norman E. Brickl, Director
206 Court Street
Courthouse
Chilton, WI 53014
(414) 849-2361

Chippewa County Unified Services Board
C. W. King, Director
2829 County Trunk I
Chippewa Falls, WI 54729
(715) 723-0344

Clark County Community Services Board
Arlyn Mills, Director
Courthouse, Room 507
Neillsville, WI 54456
(715) 743-3241

Columbia County Comprehensive Service Board
Michael Schroeder, Director
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Door County Unified Board
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Human Service Board of Langlade/ Lincoln/Marquette Counties
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Human Service Center of Forest/ Oneida/Vilas Counties
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Appendixes 14

A. Children At Risk Statute
B. School District Standards
C. Administrative Rules for Children At Risk Programs
D. Statutes Referenced in the Administrative Rules
E. Department of Public Instruction Forms
F. Department of Public Instruction Survey
G. Children At Risk Bibliography

The appendixes in this guide are for the user's convenience. Among them are statutes, administrative rules, program and reporting forms, and materials from the Wisconsin Department of Public Instruction Children At Risk survey. Summary statistics from that survey are included. This information should prove useful to school districts, community groups, business, and industry in setting up comprehensive programs to serve children at risk.

Statutes are not cited in their entirety, but are provided to help meet the legal requirements for developing and conducting programs which serve children at risk. Forms in the appendixes are exact copies of the program planning and reporting forms which school districts must use in reporting to the DPI. The survey forms are also exact copies of those used to gather information on existing programs serving children at risk.

Children At Risk Statute

118.153 Children at risk. (1) In this section:

(a) "Children at risk" means dropouts, pupils who have been absent from school without acceptable excuses under s.118.15 (1) (b) to (d) or (3), pupils who are parents and pupils who have been adjudicated delinquent, who are one or more years behind their age group in the number of credits attained or in basic skill levels.

(b) "Dropout" means a child who ceased to attend school, continues to reside in the school district, does not attend a public, private or vocational, technical and adult education district school or home-based private educational program on a full-time basis, has not graduated from high school and does not have an acceptable excuse under s.118.15 (1) (b) to (d) or (3).

(2)(a) By August 15, 1986, and annually thereafter, every school board shall identify the children at risk who are enrolled in the school district and develop a plan describing how the school board will meet the needs of such children through curriculum modifications and alternative programs that meet the high school graduation requirements under s.118.33. The plan shall also describe how remedial instruction, parental involvement and pupil and community support services will be used to meet the needs of the children at risk.

(b) If in the previous school year a school district had 50 or more dropouts or a dropout rate exceeding 5% of its total high school enrollment, the school board shall submit the plan developed under par. (a) to the state superintendent for his or her approval.

(3)(a) Beginning in the 1986-87 school year:

1. Every school board shall make available to the children at risk enrolled in the school district a program for children at risk.

2. Upon request of a pupil who is a child at risk or the pupil's parent or guardian, the school board shall enroll the pupil in the program for children at risk.

(b) Programs for children at risk shall be designed to allow the pupils enrolled to meet high school graduation requirements under s.118.33.

(c) 1. The school board of a school district operating under ch.119 shall determine appropriate private, nonprofit, nonsectarian agencies located in the school district to meet the requirements under pars. (a) and (b) for the children at risk enrolled in the school district.

2. The school board may contract with the agencies described under subd. 1 for 30% of the children at risk enrolled in the school district if the school board determines that the agencies can adequately serve 30% of such children.

3. The school board shall pay each contracting agency, for each full-time equivalent pupil served by the agency, an amount equal to at least 80% of the average per pupil cost for the school district.

(4)(a) Beginning in August 1987, and annually thereafter, the school board of every school district whose plan was approved under sub. (2) (b) in the previous school year shall submit a report to the state superintendent. The report shall include information on the school district's attendance, retention and high school graduation rates for pupils enrolled in a program for children at risk and the percentage of pupils enrolled in a program for children at risk who received academic credit in the previous school year.

(b) 1. If upon receipt of a school board's annual report under par. (a) the state superintendent determines that any 3 of the conditions listed under par. (c) existed in the school district in the previous school year, the school district shall receive from the appropriation under s.20.255(2)(ac), for each pupil enrolled in the school district's program for children at risk, additional state aid in an amount equal to 10% of the school district's average per pupil aids provided under s.20.255(2)(ac), (an), in the previous school year.

(c) 1. The school district's average attendance rate for pupils enrolled in the school district's program for children at risk was at least 70%.

2. The school district's retention rate for pupils enrolled in the school district's program for children at risk was at least 70%.

3. At least 70% of the pupils enrolled in the school district's program for children at risk as high school seniors received a high school diploma.

4. At least 70% of the pupils enrolled in the

school district's program for children at risk received academic credit.

5. The school district's program for children at risk can show, on average, at least one month of improvement in reading and mathematics performance for each month of instruction.

(5) The school board of a school district receiving additional state aid under sub.(4)(b) 1 shall use the additional funds received for meeting the requirements under subs.(2)(a) and (3).

(6) Annually, the legislative audit bureau shall audit school district eligibility, performance criteria and state aid payments under this section.

(7) The state superintendent shall promulgate rules to implement and administer this section. The rules shall not be overly restrictive in defining approved programs and shall not serve to exclude programs that have demonstrated success in meeting the needs of children at risk.

Section note: 1985 Act 29; 1985 Act 29 s.3203 (43) (c) provides that sub. (4) (b) first applies to aids paid in the 1987-88 school year based upon 1986-87 school year enrollment and school aid data.

School District Standards

121.02 School district standards. (1) Each school board shall:

(a) Ensure that every teacher, supervisor, administrator and professional staff member holds a certificate, license or permit to teach issued by the department before entering on duties for such position.

(b) Annually, establish with school board employes a professional staff development plan designed to meet the needs of individuals or curriculum areas in each school.

(c) Provision shall be made for remedial reading services for under-achieving students in grades kindergarten through grade 3.

(d) Operate a 5-year-old kindergarten program, except in union high school districts.

(e) Provide guidance and counseling services.

(f) 1. Schedule at least 180 school days annually, less any days during which the state superintendent determines that school is not held or educational standards are not maintained as the result of a strike by school district employes.

2. Annually, schedule at least 525 hours of direct pupil instruction in kindergarten, at least 1,050 hours of direct pupil instruction in grades 1 to 6 and at least 1,137 hours of direct pupil instruction in grades 7 to 12. Scheduled hours under this subdivision include recess and time for pupils to transfer between classes but do not include the lunch period.

(g) Provide for emergency nursing services.

(h) Provide adequate instructional materials, texts and library services which reflect the cultural diversity and pluralistic nature of American society.

(i) Provide safe and healthful facilities.

(j) Ensure that instruction in elementary and high schools in health, physical education, art and music is provided by qualified teachers.

(k) Develop a written, sequential curriculum plan that includes language arts, mathematics, social studies, science, health, computer literacy, environmental education, vocational education, physical education, art and music. The plan shall specify objectives, course content and resources and shall include a program evaluation method.

(L) 1. In the elementary grades, provide regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art and music.

2. In grades 5 to 8, provide regular instruction in language arts, social studies, mathematics, science, health, physical education, art and music. The school board shall also provide pupils with an introduction to career exploration and planning.

3. In grades 9 to 12, provide access to an educational program that enables pupils each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art and music. In this subdivision, "access" means an opportunity to study through school district course offerings, independent study, cooperative educational service agencies or cooperative arrangements between school boards and postsecondary educational institutions.

(m) Provide access to an education for employment program that has been approved by the state superintendent.

(n) Develop a plan for children at risk under s.118.153.

(o) Annually, adopt and publish a performance disclosure report. The report shall describe the school board's and each school's educational goals and objectives, including learning-related performance objectives, and the results of the tests administered under par. (s) during the previous school year.

(p) Comply with high school graduation standards under s.118.33(1).

(q) Evaluate, in writing, the performance of all certified school personnel at the end of their first year and at least every 3rd year thereafter.

(r) Annually administer a standardized reading test developed by the department to all pupils enrolled in the school district in grade 3.

(s) Using achievement tests that are aligned with the school district's curriculum, test all of the pupils enrolled in the school district in reading, language arts and mathematics at least twice in grades kindergarten to 6, at least once in grades 7 to 9 and at least once in grades 10 to 12.

(t) Provide access to an appropriate program for pupils identified as gifted and talented.

(2) In order to ensure compliance with the

standards under sub.(1), the state superintendent shall annually conduct a general on-site audit of at least 20% of all school districts, selected by means of a stratified, random sample. The state superintendent shall audit each school district at least once every 5 years but may not audit a school district more than once every 3 years. The state superintendent shall ensure that the audit process involves school board members, school district administrators, teachers, pupils, parents of pupils and other residents of the school district. Nothing in this subsection prohibits the state superintendent from conducting an inquiry into compliance with the standards upon receipt of a complaint.

(3) Prior to any finding that a school district is not in compliance with the standards under sub. (1), the state superintendent shall, upon request of the school board or upon receipt of a petition signed by the maximum number of electors allowed for nomination papers of school district officers under s.8.10(3)(i), (km) or (ks), conduct a public hearing in the school district. If the state superintendent, after the hearing, finds that the district is not in compliance with the standards, the state superintendent may develop with the school board a plan which describes methods of achieving compliance. The plan shall specify the time within which compliance shall be achieved. The state superintendent shall withhold up to 25% of state aid from any school district that fails to achieve compliance within the specified period.

(4) Any school district which is completely surrounded by water may meet the requirements of this section by being in substantial compliance with the standards in sub.(1). Annually by August 15, the school district shall submit to the state superintendent for approval a report describing the methods by which the school district intends to substantially comply with the standards. The state superintendent shall allow any such school district maximum flexibility in the school district's substantial compliance plans.

(5) The state superintendent shall promulgate rules to implement and administer this section, including rules defining "regular instruction" for the purpose of sub.(1)(L)1 and 2.

Section note: Chs. 29, 178, 206, 418, 429, 447, Laws of 1977; Chs. 34, 221, Laws of 1979; 1985 Act 29; 1985 Act 29 s. 3204 (43) (d) provides that (b), as shown in brackets, (f) 2, (k), (L), (m), (o), (p), (q), (r), (s) and (t) take effect on September 1, 1988.

Administrative Rules for Children At Risk Programs

Order of the Department of Public Instruction Creating Rules

To create Chapter PI 25, relating to programs for children at risk.

Analysis by the Department of Public Instruction

1985 Wisconsin Act 29 created s.118.153 requiring school boards to identify children at risk in the school district and to make programs available to meet their needs. It requires that every school board have a plan to meet the needs of children at risk and requires that each school district which had 50 or more dropouts or a dropout rate exceeding 5% of its total high school enrollment in the previous school year have that board's plan approved by the state superintendent and submit an annual report on the program for children at risk to the state superintendent. The statute also provides additional funding for these school districts if certain conditions are met. It permits school boards operating under ch.119, Stats., to contract with private, nonprofit, nonsectarian agencies to provide programs for children at risk.

This chapter outlines the requirements for school board plans for children at risk programs and minimum requirements for the children at risk program. It requires school boards to provide coordination between existing programs and services in the district which may be used to serve the needs of children at risk. It requires that programs be designed to allow pupils to make academic progress and to meet the high school graduation requirements under s.118.33, Stats. It establishes minimum requirements for school boards operating under ch.119, Stats., to contract with private, nonprofit, nonsectarian agencies. Finally, it specifies the information to be included in the annual report and requires that the additional funds which eligible districts receive be used for programs and services to meet the needs of children at risk.

The rules restate the statutory definition of children at risk in a way which clarifies and interprets some unclear points. For instance, the statute refers to pupils who are "behind their age group in the number of credits attained or in basic skills levels." First, the rules expand "age group" to "age or grade level group" to accommodate situations where a pupil may have repeated a grade and would, therefore, be consistently behind his or her age level peers in credits, while keeping up with grade level peers. Also, math and reading are the two areas which are measured to determine a district's eligibility for additional aids under s.118.153(4)(b), Stats., so the department felt it was appropriate to determine these two basic skills areas to be used in identifying children at risk. In addition, to clarify how long a child remains at risk for purposes of this statute, the department has determined that if a child is "or has ever been" a dropout, truant, school age parent, or adjudicated delinquent, the child remains at risk as long as he or she is behind age or grade level peers.

The rules interpret s.118.153(4)(c)4, Stats., to require that in order for a district to qualify under this paragraph, 70 percent of the pupils enrolled in the program for children at risk must have earned academic credit sufficient to advance to the next grade level or to graduate from high school. The intent of this legislation is to keep pupils in school who might otherwise drop out of school, and enable them to earn their high school diploma. This can only be accomplished if the programs enable them to earn enough credits to advance in grade each year.

Special provisions of the rules pertaining to contracting by ch.119, Stats., school districts require that the school board ensure that instruction and pupil support services provided under contracted programs are provided by licensed teachers or are supervised by licensed teachers. This requirement is intended to provide accountability for the use of public education funds, to require a minimal accountability for instruction leading to credit for a high school diploma, and to be similar with existing rules relating to contracting for services to handicapped pupils, while recognizing the statutory requirement to avoid restricting programs which have been successful in meeting the needs of children at risk.

Emergency rules were promulgated effective March 12, 1986, to enable school districts which are required to submit their plans to DPI to obtain approval and be eligible for additional state aids for the 1986-87 school year programs.

Pursuant to the authority vested in the Department of Public Instruction by s.118.153(7), Stats., the State Superintendent hereby creates rules interpreting s.118.153, Stats., as follows:

SECTION 1. Chapter PI 25 is created to read:

Chapter PI 25

CHILDREN AT RISK PLAN AND PROGRAM REQUIREMENTS

PI 25.01 APPLICABILITY AND PURPOSE.

(1) Under s.118.153(3)(a) Stats., beginning in the 1986-87 school year, every board shall make available programs to serve children at risk. The purpose of the legislation is to serve the needs of children at risk through expanded or newly developed programming and the integration of school, parent and community programs and resources. This chapter defines children at risk, establishes approval criteria and requirements for children at risk plans and programs and sets forth the requirements for receipt of additional state aid in those school districts experiencing high dropout rates.

(2) The requirements under ss. PI 25.03, 25.04, and 25.06 apply to all school districts in the state; s. PI 25.05 contains additional requirements which apply only to school districts operating under ch. 119, Stats.

PI 25.02 DEFINITIONS. In this chapter:

(1) "Adjudicated delinquent" means delinquent as defined under s.48.02(3m), Stats.

(2) "Alternative programs" means board approved instructional programs offered in place of regularly scheduled curriculum programs.

(3) "Board" means the school board in charge of the public schools of the district.

(4) "Ceased to attend" means that a pupil has been absent without acceptable excuse under ss.118.15(1)(b) to (d) or (3), and 118.16(4), Stats., for 20 consecutive school days and has not formally withdrawn from school.

(5) "Children at risk" means children who are one or more years behind their age or grade level in mathematics or reading skill levels or the number of credits attained and who are or have been any of the following:

(a) Dropouts.

(b) Pupils who have been absent from school for all or part of 20 school days or more during the previous 175 school days without acceptable excuses under ss.118.15(1)(b) to (d) or (3), and 118.16(4), Stats.

(c) Pupils who are parents.

(d) Pupils who have been adjudicated delinquent.

(6) "Contract" means a written agreement between a board operating under ch. 119, Stats., and a private, nonprofit, nonsectarian agency for the purpose of providing services to children at risk.

(7) "Curriculum modifications" means adaptations or changes in the district's kindergarten through grade 12 curriculum scope and sequence.

(8) "Department" means the Wisconsin department of public instruction.

(9) "Dropout" means a pupil who has ceased to attend school; continues to reside in the school district; does not attend a public, private or vocational, technical and adult education district school or home-based private educational program under s.118.15(4), Stats., on a full-time basis; has not graduated from high school and does not have an acceptable excuse under ss.118.15(1)(b) to (d) or (3), and 118.16(4), Stats.

(10) "Parent" means mother, father, or legal guardian.

(11) "Pupils who are parents" means school age parents as defined under s.115.91(1), Stats.

(12) "Pupil retention" means the pupil remained enrolled through completion of the school year or graduated from high school.

(13) "Standardized achievement test" means a test which is normed to allow valid and reliable interpretation of grade level achievement, or an

objective referenced test approved by the department.

(14) "State superintendent" means the state superintendent of public instruction.

PI 25.03 IDENTIFICATION OF CHILDREN AT RISK AND CHILDREN AT RISK PLAN.

(1) Under s.118.153(2)(a), Stats., by August 15, 1986, and annually thereafter, every board shall identify children at risk in the school district and develop a written plan for meeting their needs. The plan shall meet the following requirements:

(a) It shall describe how the children at risk who are enrolled in the school district will be identified annually.

(b) It shall describe how the needs of children at risk will be met through each of the following:

1. Curriculum modifications and alternative programs suited to the pupils' learning needs and which enable elementary school pupils to advance in grade level and enable high school pupils to earn academic credit leading to a high school diploma under s.118.33, Stats. This shall include a description of any curriculum modifications and alternative programs provided under s.118.15(1)(b) and (d), Stats., and, for districts operating under ch. 119, Stats., those curriculum modifications and alternative programs provided under s.118.153(3)(c), Stats.

2. Remedial instruction provided to pupils in reading and mathematics skills areas in which it is determined that the pupils are one or more years behind their peers.

3. Parental involvement, including participation in program planning and training for parents to assist them in fostering the school attendance and school achievement of their children.

4. Pupil support services, including school counseling, school social work, school nursing, and school psychological services.

5. Identification and use of community support service providers, including:

a. Community programs and services provided by educational, social, health, business, industry and other public, private and volunteer organizations.

b. State, county and local government agencies.

6. Programs and instruction which will contribute to the preparation of pupils for work, including career exploration and planning, employability skills and attitudes, and development of specific occupational skills.

7. Other approaches and services which have demonstrated success in meeting the needs of children at risk, provided that programs for pupils in grades 9 through 12 are designed to allow pupils to meet the high school graduation requirements under s.118.33, Stats., and ch. PI 18.

(c) It shall provide for coordination between existing programs, resources and services in the school district and community with any new programs, resources and services designed to serve needs of children at risk.

(d) It shall provide for evaluation of each program or service provided to children at risk to determine the effectiveness of the program or service in meeting the needs of children at risk. School districts which are required to submit their plans to the department for approval under sub.(2), shall provide for evaluation at least annually. Other school districts shall provide for evaluation at least once every five years on a schedule which corresponds with the department audit for compliance with the school district standards under s.121.02(2), Stats.

(2) If, in the previous school year, a school district had 50 or more dropouts or a dropout rate exceeding 5 percent of its total high school enrollment, the board shall submit the plan developed under sub.(1) to the state superintendent for approval.

NOTE: PI 1204, Report of Pupils Leaving School, will be used as the basis for determining the number and percentages of dropouts. Copies of the form may be obtained at no charge from the Department of Public Instruction, Division for Management and Budget, P.O. Box 7841, Madison, WI 53707.

NOTE: Form PI 2376, Children At Risk Program Plan, may be obtained at no charge from the Department of Public Instruction, Division for Management and Budget, P.O. Box 7841, Madison, WI 53707.

PI 25.04 GENERAL REQUIREMENTS FOR SCHOOL BOARD PROGRAMS FOR CHILDREN AT RISK. Each board operating a program for children at risk shall:

(1) Designate a staff person to coordinate the program for children at risk.

(2) Provide that all work experience and other similar programs and activities taking place out-

side the school for which pupils receive academic credit are supervised by departmentally licensed teachers or other licensed school personnel.

(3) Ensure that in grades 9 through 12 curriculum modifications and alternative programs provided for children at risk are designed to allow the pupils to meet the high school graduation requirements under s.118.33, Stats., and ch. PI 18.

(4) Identify children at risk enrolled in the school district and determine those programs and services which will meet the needs of such pupils, utilizing the procedures set forth in the board's plan under s. PI 25.03(1).

(5) Notify each pupil and his or her parents in writing that the pupil has been identified as a child at risk and is eligible to be enrolled in the board's program for children at risk.

(6) Enroll the pupil in the program for children at risk upon request of the pupil or the pupil's parent. The request shall be in writing or by signature on a district provided form.

PI 25.05 SPECIAL PROVISIONS APPLICABLE TO FIRST CLASS CITY SCHOOL SYSTEM.

(1) The board of a school district operating under ch. 119, Stats., may contract with private, nonprofit, nonsectarian agencies to provide programs for children at risk for up to 30% of the children at risk enrolled in the school district if the board determines that the agencies can adequately serve such children. A board contracting under this section shall:

(a) Determine and list in writing appropriate private, nonprofit, nonsectarian agencies located in the school district.

(b) Ensure that all instruction and pupil support services provided in contracted programs for children at risk are provided by one of the following:

1. Departmentally licensed teachers or other licensed school staff personnel.

2. Persons otherwise licensed to provide the instruction or services they will provide.

3. Persons who are supervised by licensed teachers or other licensed school staff personnel.

(c) Pay each contracting agency, for each full time equivalent child at risk served under the contract, an amount equal to at least 80 percent of the school district's average per pupil cost, and include in the annual report the amount paid to each contracting agency for each child at risk served.

(d) Establish procedures with each contracting agency for the agency to:

1. Describe staff qualifications.

2. Describe curriculum modifications and alternative programs to be provided.

3. Evaluate pupil performance including grading criteria, procedures for granting academic credit, and testing for progress in reading and mathematics skills areas.

4. Record and report pupil attendance and retention rates.

(e) Develop a procedure for communication and cooperation with the contracting agencies in meeting the needs of children at risk served under this section.

(2) The board shall assure the department in writing that each program for children at risk provided by a contracting agency meets all of the requirements of this section.

(3) In addition to the annual report on the children at risk program required under s. PI 25.06(1), the board shall report annually to the department the information required under s. PI 25.06(1)(a) for each contracting agency serving children at risk.

(4) Beginning September 1, 1988, pupils served under this section who receive high school diplomas may not be counted in meeting the conditions under s. PI 25.06(2) unless the pupil met the high school graduation requirements under s.118.33, Stats., or completed a program under s.118.33(2)(m), Stats.

PI 25.06 ANNUAL REPORTS, STATE FINANCIAL AID AND DISTRICT USE OF ADDITIONAL FUNDS.

(1) **ANNUAL REPORTS.** (a) Under s.118.153(4)(a), Stats., beginning in August, 1986, and annually thereafter, boards required to have their program for children at risk plans approved by the state superintendent as specified under s. PI 25.03(2), shall submit an annual report to the state superintendent. The annual report on the program for children at risk shall include the following information concerning pupils served in the program:

1. The number of pupils, by grade level and gender, who were identified as children at risk, who requested enrollment in the program for chil-

dren at risk, and who were enrolled in the program for children at risk.

2. Pupil attendance rates.

3. Pupil retention rates.

4. High school graduation rates.

5. The percentage of pupils receiving academic credit sufficient for them to advance to the next grade level or to graduate from high school.

6. The average months of gain in comparison to the months of instruction in reading and mathematics as measured by locally determined standardized achievement tests.

(b) Information provided to the department under par. (a) shall be aggregated by district and school.

(c) Results of the evaluations under s. PI 25.03(1)(d) shall be submitted to the department with the annual report.

(d) The district shall maintain records which will substantiate the information reported in the annual report as may be required by the department.

(2) **STATE FINANCIAL AID.** School districts shall receive additional state aid under s.118.153(4)(b)1, Stats., if the state superintendent determines from the report required under sub.(1) that any three of the following conditions have been met:

(a) The average daily attendance rate for pupils enrolled in the program for children at risk was at least 70 percent.

(b) At least 70 percent of the pupils enrolled in the program for children at risk completed the school year or graduated from high school during the school year.

(c) At least 70 percent of the pupils who were high school seniors and enrolled in the program for children at risk received a high school diploma.

(d) At least 70 percent of the pupils enrolled in the program for children at risk received academic credit sufficient for them to advance to the next grade level or to graduate from high school.

(e) Pupils enrolled in the program for children at risk showed as a group an average of at least one month gain in reading and mathematics for each month of instruction as measured by locally determined standardized achievement tests.

NOTE: Form PI 2375, Annual Report for Children At Risk Program, may be obtained at no charge from the Department of Public Instruction, Division for Management and Budget, P.O. Box 7841, Madison, WI 53707.

(3) **DISTRICT USE OF ADDITIONAL FUNDS.** The board of a school district receiving additional funds to provide programs and services to meet the needs of children at risk shall use the additional funds to fund board operated or contracted curriculum modifications, alternative progams, remedial instruction, parental involvement, pupil support services and program evaluation; and contracted services as specified under s. PI 25.05(1). This subsection does not provide authorization for boards to contract for programs or services beyond statutory authority. Annually, the board shall submit a report to the department that the funds were used as required.

The rules contained in this order shall take effect on the first day of the month following publication in the Wisconsin Administrative Register as provided under s.227.22(2) (intro.), Stats., as recreated by 1985 Wisconsin Act 182.

Dated this 13th day of June, 1986.

/s/Herbert J. Grover, by BDB, Deputy
Herbert J. Grover
State Superintendent

Statutes Referenced in the Administrative Rules

The following excerpts from statutes are provided in an effort to assist interpretation of the Children At Risk statute and administrative rules. Please note that the statutes are not reprinted in their entirety.

Chapter 48 Children's Code

48.02 Definitions. In this chapter, unless otherwise defined:

(1) "Adult" means a person who is 18 years of age or older.

(2) "Child" means a person who is less than 18 years of age.

(2m) "Court", when used without further qualification, means the court assigned to exercise jurisdiction under this chapter.

(3) "Court intake worker" means any person designated to provide intake services under s.48.067.

(3m) "Delinquent" means a child who is less than 18 years of age and 12 years of age or older who has violated any state or federal criminal law, except as provided in ss.48.17 and 48.18.

(4) "Department" means the department of health and social services.

(5) "Developmentally disabled" means having a developmental disability, as defined in s.51.01 (5).

(5m) "Foreign jurisdiction" means a jurisdiction outside of the United States.

(6) "Foster home" means any facility operated by a person required to be licensed by s.48.62 that provides care and maintenance for no more than 4 children unless all children are siblings.

(7) "Group home" means any facility operated by a person required to be licensed by the department under s.48.625 for the care and maintenance of 5 to 8 children.

(8) "Guardian" means the person named by the court having the duty and authority of guardianship.

(9) "Guardian ad litem" means a lawyer admitted to practice in this state who is appointed to protect the interest of the child or an incompetent in a particular court proceeding.

(10) "Judge", if used without further qualification, means the judge of the court assigned to exercise jurisdiction under this chapter.

(11) "Legal custodian" means a person, other than a parent or guardian, or an agency to whom legal custody of the child has been transferred by a court, but does not include a person who has only physical custody of the child.

(12) "Legal custody" means a legal status created by the order of a court, which confers the right and duty to protect, train and discipline the child, and to provide food, shelter, legal services, education and ordinary medical and dental care, subject to the rights, duties and responsibilities of the guardian of the child and subject to any existing parental rights and responsibilities and the provisions of any court order.

Chapter 115 State Superintendent; General Classifications And Definitions; Handicapped Children

115.91 Definitions. In this subchapter:

(1) "School age parent" means any person under the age of 21 who is not a high school graduate and is a parent, an expectant parent or a person who has been pregnant within the immediately preceding 120 days.

(2) "Student parent" has the meaning specified in s.46.99(1)(d).

Section note: 1983 Act 374; 1985 Acts 29, 56

115.915 Availability of program services and modifications. Each school board shall make available to any school age parent who is a resident of the school district program modifications and services that will enable the pupil to continue his or her education.

Section note: 1985 Act 29 s. 1712, Act 56

118.15 Compulsory school attendance. (1) (a) Except as provided under pars. (b) to (d) and sub. (4), unless the child is excused under sub. (3) or has graduated from high school, any person having under control a child who is between the ages of 6 and 18 years shall cause the child to attend school regularly during the full period and hours, religious holidays excepted, that the public or private school in which the child should be enrolled is in session until the end of the school term, quarter or semester of the school year in which the child becomes 18 years of age.

(b) Upon the child's request of the school board and with the written approval of the child's parent or guardian, any child who is 16 years of age or over may attend, in lieu of high school or on a part-time basis, a vocational, technical and adult education school. Where such a request is made and approved by the school board, the district board of the vocational, technical and adult education district in which the child resides must admit the child and must enter into the contract specified in sub. (2). Every district board must offer day class programs satisfactory to meet the requirements of this paragraph and sub. (2) as a condition to the receipt of any state aid.

(c) Upon the child's request and with the written approval of the child's parent or guardian, any child who is 16 years of age or over may be excused by the school board from school attendance. The school board may not excuse a child from school attendance under this paragraph unless the school board makes available to the child the program modification specified under par. (d)3 and the child and his or her parent or guardian rejects that modification. A child who is excused from school attendance under this paragraph shall be informed by the school board of the availability of programs within the vocational, technical and adult education system and of the child's right to be readmitted to school upon request. The school board may specify when the child will be excused or readmitted after being excused from school attendance.

(d) Any child's parent or guardian, or the child if the parent or guardian is notified, may request the school board to provide the child with program or curriculum modifications, including but not limited to:

1. Modifications within the child's current academic program.

2. A school work training or work study program.

3. Enrollment in any alternative public school or program located in the school district in which the child resides.

4. Enrollment in any nonsectarian private school or program, located in the school district in which the child resides, which complies with the requirements of 42 USC 2000d. Enrollment of a child under this subdivision shall be pursuant to a contractual agreement which provides for the payment of the child's tuition by the school district.

5. Home-bound study, including nonsectarian correspondence courses or other courses of study approved by the school board or nonsectarian tutoring provided by the school in which the child is enrolled.

6. Enrollment in any public educational program located outside the school district in which the child resides. Enrollment of a child under this subdivision may be pursuant to a contractual agreement between school districts.

(e) Any decision made by a school board or a designee of the school board in response to a request for program or curriculum modifications under par. (d) shall be reviewed by the school board upon request of the child's parent or guardian. The school board shall render its determination upon review in writing, if the child's parent or guardian so requests.

(2)(a) If the determination is made under sub. (1) (b) for a child to attend a vocational, technical and adult education school, the district board governing the vocational, technical and adult education school shall establish appropriate vocational and technical courses in accordance with par. (b)1 and the school board of the district and the district board governing the vocational, technical and adult education school shall enter into a contract for such attendance.

(b) The contract shall set forth:

1. The courses at the vocational, technical and adult education school which are approved by the state superintendent as being courses for which credit will be given to meet high school graduation requirements.

2. The amount per student class hour of in-

struction, not including any debt retirement cost, which the school board shall pay to the district board of the vocational, technical and adult education school for pupils attending such school. If either board sends written notice to the state superintendent or the director of the board of vocational, technical and adult education that the boards are unable to reach an agreement on the amount to be paid, the state superintendent and the director shall determine the amount within 15 days of receipt of such notice.

(c) Pupils attending a vocational, technical and adult education school under this subsection may receive general education subjects at the vocational, technical and adult education school and shall be counted as pupils enrolled in the high school for all purposes including computing state aid for the school district and contractual payments therefor by the school district shall be deemed costs of operation and maintenance. No state aid may be paid to the vocational, technical and adult education district for pupils attending the vocational, technical and adult education school under this subsection.

(d) Transportation, or board and lodging under s.121.57(1)(a), for pupils attending a vocational, technical and adult education school under this subsection shall be provided by the school district, and state aids shall be paid therefor, on the same basis as is transportation for pupils attending high school.

(3) This section does not apply to:

(a) Any child who is excused by the school board because the child is temporarily not in proper physical or mental condition to attend school or an educational program under s.115.85 (2), but who can be expected to return to school or the program upon termination or abatement of the illness or condition. The school attendance officer may request the parent or guardian of the child to obtain a written statement from a licensed physician, dentist, chiropractor, optometrist, or psychologist or Christian Science practitioner living and residing in this state, who is listed in the Christian Science Journal, as sufficient proof of the physical or mental condition of the child. An excuse under this paragraph shall be in writing and shall state the time period for which it is valid, not to exceed 30 days.

(b) Any child excused for good cause by the school board of the district in which the child resides, with the written approval of the child's parent or guardian, except that good cause may not be based upon the child's exceptional educational needs as described in s.115.76(3). An excuse under this paragraph shall be in writing and shall state the time period for which it is effective, not to exceed one year.

(4) Instruction in a home-based private educational program that meets all of the criteria under s.118.165(1) may be substituted for attendance at a public or private school.

(4m) No school board, school board member, multidisciplinary team under s.115.80 or person employed by a school board or cooperative educational service agency may in any manner compel a pregnant girl to withdraw from her regular education program.

(5) Whoever violates this section may be fined not less than $5 nor more than $50 or imprisoned not more than 3 months or both after evidence has been provided by the school attendance officer that the activities under s.118.16(5) have been completed. In a prosecution under this subsection, if the defendant proves that he or she is unable to comply with the law because of the disobedience of the child, the action shall be dismissed and the child shall be referred to the court assigned to exercise jurisdiction under ch. 48.

Section note: Chs. 221, 298, 300, 355, Laws of 1979; Ch. 20, Laws of 1981; 1983 Act 512; 1985 Act 29

118.16 School attendance enforcement. (1) In this section:

(a) "School attendance officer" means an employe designated by the school board to deal with matters relating to school attendance and truancy.

(b) "Truancy" means any absence of part or all of one or more days from school during which the school attendance officer, principal, or teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent pupil, and also means intermittent attendance carried on for the purpose of defeating the intent of s.118.15.

(2) The school attendance officer:

(a) Shall determine daily which pupils enrolled in the school district are absent from school and whether that absence is excused under s.118.15.

(b) Annually, on or before August 1, shall determine how many pupils enrolled in the school district were absent in the previous year and whether the absences were excused under s.118.15 and shall notify the state superintendent of the determination.

(c) Shall notify the parent or guardian of a child who has been truant of the child's truancy and direct the parent or guardian to return the child to school no later than the next day on which school is in session or to provide an excuse under s.118.15. The notice under this paragraph must be given before the end of the 2nd school day after receiving a report of an unexcused absence and may be made by personal service, mail or telephone call of which a written record is kept.

(d) May visit any place of employment in the school district to ascertain whether any minors are employed there contrary to law. The officer shall require that school certificates and lists of minors who are employed there to be produced for inspection, and shall report all cases of illegal employment to the proper school authorities and to the department of industry, labor and human relations.

(e) Shall have access to information regarding the attendance of any child between the ages of 6 and 18 who is a resident of the school district or who claims or is claimed to be in attendance at a private school located in the school district.

(3) All private schools shall keep a record containing the information required under ss.115.30 (2) and 120.18. The record shall be open to the inspection of school attendance officers at all reasonable times. When called upon by any school attendance officer, the school shall furnish, on blanks supplied by the school attendance officer, such information in regard to any child between the ages of 6 and 18 who is a resident of the school district or who claims or is claimed to be in attendance at the school.

(4) The school board shall establish a written attendance policy specifying the reasons for which pupils may be permitted to be absent from a public school under s.118.15 and shall require the teachers employed in the school district to submit to the school attendance officer daily attendance reports on all pupils under their charge. No public school may deny a pupil credit in a course or subject solely because of the pupil's unexcused absences from school. The school board may establish policies which utilize detention as a deterrent to truancy. The school board shall provide each pupil enrolled in the public schools in the district with a copy of the school attendance policy established under this subsection and shall file a copy of the policy in each school in the district. In addition, the school board shall make copies available upon request.

(5) Prior to any proceeding being brought against a child under s.48.13(6) or against the child's parent or guardian under s.118.15, the school attendance officer shall provide evidence that appropriate school personnel in the school or school district in which the child is enrolled have, within the school year during which the truancy occurred:

(a) Met with the child's parent or guardian to discuss the child's truancy or have attempted to meet with the child's parent or guardian and been refused.

(b) Provided an opportunity for educational counseling to the child to determine whether a change in the child's curriculum would resolve the child's truancy and have considered curriculum modifications under s.118.15(1)(d).

(c) Evaluated the child to determine whether learning problems may be a cause of the child's truancy and, if so, have taken steps to overcome the learning problems.

(d) Conducted an evaluation to determine whether social problems may be a cause of the child's truancy and, if so, have taken appropriate action or made appropriate referrals.

(6) Following receipt of evidence that activities under sub. (5) have been completed, the school attendance officer may file information on any child who continues to be truant with the court assigned to exercise jurisdiction under ch. 48 in accordance with s.48.24. Filing information on a child under this subsection does not preclude concurrent prosecution of the child's parent or guardian under s.118.15(5).

(7) Any school district administrator, principal, teacher or school attendance officer who violates this section shall forfeit not less than $5 nor more than $25.

Section note: Chs. 221, 298, Laws of 1979

118.33 High school graduation standards. (1) (a) Beginning September 1, 1988, a school board may not grant a high school diploma to any pupil unless the pupil has earned:

1. In the high school grades, at least 4 credits of English including writing composition, 3 credits of social studies including state and local government, 2 credits of mathematics, 2 credits of science, and 1.5 credits of physical education.

2. In grades 7 to 12, at least 0.5 credit of health education.

(am) The state superintendent shall encourage school boards to require an additional 8.5 credits selected from any combination of vocational education, foreign languages, fine arts and other courses.

(b) Beginning September 1, 1988, a school board may not grant a high school diploma to any pupil unless, during the high school grades, the pupil has been enrolled in a class or has participated in an activity approved by the school board during each class period of each school day.

(2) The state superintendent shall:

(c) Establish course requirements under sub. (1) and approve any school board's high school graduation standards policy that is equivalent to the requirements under sub. (1).

(m) Adopt policies to accommodate pupils with exceptional educational interests, needs or requirements, not limited to children with exceptional educational needs, as defined under s.115.76.

(3) By September 1, 1986, each school board operating high school grades shall submit to the state superintendent a report describing the school board's policies and guidelines on high school graduation standards, including a list of courses required under sub. (1)(a) and the number of hours in each school term required to earn one credit under sub. (1)(a), and thereafter shall notify the state superintendent whenever changes are made in such policies or guidelines. The department shall make reasonable efforts to combine the reports required under this subsection with other required school board reports.

(4)(a) The state superintendent shall establish procedures for school boards to certify to the state uperintendent whether they are in compliance with the requirements under sub. (1) and the rules promulgated under sub. (2).

(b) The state superintendent may periodically review school district high school graduation standards and shall notify any school board not in compliance with the requirements under sub. (1) or the rules promulgated under sub. (2), identifying the changes necessary.

(5) The department shall include in its biennial report under s.15.04(1)(d) information on the status of statewide high school graduation standards.

Section note: 1983 Act 411; 1985 Act 29; 1983 Act 411 ss. 1 and 5 provide: SECTION 1. **Legislative declaration.** Statewide high school graduation standards and minimum credit requirements are intended to provide all children an equal opportunity for a basic education. It is a responsibility of both the state and the school board to provide all pupils with the instructional assistance necessary to meet the standards and to ensure that the standards are not implemented so as to hinder the successful completion of high school.

SECTION 5. **Appropriation changes; public instruction.** (1) HIGH SCHOOL GRADUATION STANDARDS. The appropriation to the department of public instruction under section 20.255 (1) (a) of the statutes, as affected by the acts of 1983, is increased by $57,100 for fiscal year 1984-85 to fund 2.0 GPR positions to implement and administer the high school graduation standards under section 118.33 of the statutes, as created by this act.

Special insert regarding local school district and CESA "contracting" with public and private agencies to provide instruction.

The general rule is that local school districts and CESAs are not allowed to contract with private or public educational providers unless Wisconsin statutes grant specific authority to do so. The following are statutes which grant local school districts the authority to "contract" for instructional services for purposes of serving children at risk.

Chapter 116 Cooperative Educational Service Agencies

116.01 Purpose. The organization of school districts in Wisconsin is such that the legislature recognizes the need for a service unit between the school district and the state superintendent. The cooperative educational service agencies are designed to serve educational needs in all areas of Wisconsin by serving as a link both between school districts and between school districts and the state. Cooperative educational service agencies may provide leadership and coordination services for school districts, including such programs as curriculum development assistance, school district management development, coordination of vocational education and exceptional education, research, special student classes, human growth and development, data collection, processing and dissemination, and in-service programs.

Section note: Ch. 418, Laws of 1977, 1983 Act 27, Act 27 s. 2204 (42)

116.015 Legal status. A cooperative educational service agency may in its name enter into contracts authorized by this chapter and may sue and be sued.

Section note: Ch. 221, Laws of 1977; 1983 Act 27 s. 2200 (42) and s. 2204 (42)

116.03 Board of control; duties. The board of control shall:

(1) Determine the policies of the agency.

(2) Receive state aid for the operation of the agency.

(3) Approve service contracts with school districts, counties,, other cooperative educational service agencies and school districts outside the agency, but the contracts shall not extend beyond 3 years. If the service covered by the contract is offered by the agency within which the recipient of service is located the contract shall be subject to approval by the board of control of the agency. The board of control of an agency which borders another state may contract to provide services to an educational agency in the other state, but no aid received under s.116.08 may be used to provide such services. No board of control may use federal funds for any program which provides services outside this state without the approval of the state superintendent.

(4) Determine each participating local unit's prorated share of the cost of cooperative programs and assess the costs of each program against each unit participating in the program including, without limitation because of enumeration, unemployment compensation, litigation expense, collective bargaining and monetary awards by courts and agencies, but no board of control may levy any taxes. No cost may be assessed against a unit for a cooperative program unless the unit enters into a contract for the service.

(5) Except as provided under s.116.04(1), appoint and contract with an agency administrator, for a term of not more than 3 years, with qualifications established by rule by the state superintendent.

Chapter 120 School District Government

120.21 School board contracts for courses.

(1) The school board of a union high school district or a common school district operating elementary and high school grades may contract:

(a) With the university extension division of the university of Wisconsin for extension courses for pupils enrolled in high school.

(b) With flight operator schools, approved by the U.S. civil aeronautics administration, for courses in flight instruction approved by the state superintendent.

(2) The cost of such contracts shall be paid out of the school district general fund.

Section note: 1985 Act 29; 1985 Act 29 s. 3203 (43) (d)

Department of Public Instruction Forms

D P I

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
ANNUAL REPORT
for Children at Risk Program
PI-2375

INSTRUCTIONS: (1) Review special instructions below. (2) Complete all sections as may be required. (3) Send two copies by **July 15, 1987** to:
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION FOR HANDICAPPED CHILDREN AND PUPIL SERVICES
BUREAU FOR PUPIL SERVICES
125 SOUTH WEBSTER STREET
P.O. BOX 7841
MADISON, WI 53707

School Year
1986-87

Collection of this information is a requirement of s. 118.153(4)(a), Wisconsin Statutes.

District Name	District Code

Children at Risk Program Coordinator	Title	Telephone *Area/No.*

Address *Street, City, State, ZIP*

SPECIAL INSTRUCTIONS

1. Complete sections IA and IIA for each school building in the school district in which children at risk were enrolled and served under the district's program for children at risk during the school year. The data should be aggregated by grade level within the building. Make extra copies of these sections as may be necessary to provide the individual school building reports as required (s. PI 25.06(1)(b)).

2. Complete sections IB and IIB for the school district's program to serve children at risk. In these sections, the data should be aggregated for the district as a whole (s. PI 25.06(1)(b)).

3. Attach results of the school board's annual evaluation of the school district's program for children at risk (s. PI 25.06(1)(c)).

4. FOR FIRST CLASS CITY SCHOOL SYSTEM ONLY. Attach a list of the private, nonprofit, nonsectarian agencies located in the school district and determined to be appropriate agencies to provide board contracted programs to serve children at risk (s. PI 25.05(1)(a)).

5. FOR FIRST CLASS CITY SCHOOL SYSTEM ONLY. Complete sections IC and IIC for each board contracted program operated by a private, nonprofit, nonsectarian agency serving children at risk enrolled in the school district during the school year. Make extra copies of these sections as may be necessary to provide the individual contracted program reports as required (s. PI 25.05(3)).

6. Complete section III, Children At Risk Performance Summary, based on the school district's program for children at risk.

7. Submit signed Annual Report to the department.

CERTIFICATION

I CERTIFY that the information provided in this report is true and correct to the best of my knowledge.

Signature of School Board Clerk ▶	Date Signed

Signature of District Administrator ▶	Date Signed

IA. IDENTIFIED CHILDREN AT RISK ENROLLED IN PROGRAM -- SCHOOL

Name of School	Grades Served

"Children at risk" means **dropouts,** *pupils who have been* **absent from school** *without acceptable excuses,* **pupils who are parents,** *and pupils who have been* **adjudicated delinquent** *and who are* **also behind in basic skills or credits earned.** *Indicate the number of (1) identified children at risk and (2) enrolled in the district's program (s. PI 25.06 (1) (a) 1.) and served in this school building:*

(a) Grade Levels	(b) Gender	(c) One (1) or more years behind in number of credits earned		(d) One (1) or more years behind in reading or mathematics skills		(e) Both (c) and (d)		(f) TOTALS	
		Identified	Enrolled	Identified	Enrolled	Identified	Enrolled	Identified	Enrolled
K	Male								
	Female								
1	Male								
	Female								
2	Male								
	Female								
3	Male								
	Female								
4	Male								
	Female								
5	Male								
	Female								
6	Male								
	Female								
7	Male								
	Female								
8	Male								
	Female								
9	Male								
	Female								
10	Male								
	Female								
11	Male								
	Female								
12	Male								
	Female								
SUB TOTAL	Male								
	Female								
GRAND TOTAL									

IIA. PERFORMANCE CRITERIA – SCHOOL

Name of School	Grades Served

1. Children at Risk Attendance Rates (s. PI 25.06(1) (a) 2.):

(a) Grade Levels	(b) Gender	(c) No. Enrolled as Children at Risk	(d) Total Days Possible Attendance	(e) Total Days Attended	(f) Percentage Average Daily Attendance
K	Male				
	Female				
1	Male				
	Female				
2	Male				
	Female				
3	Male				
	Female				
4	Male				
	Female				
5	Male				
	Female				
6	Male				
	Female				
7	Male				
	Female				
8	Male				
	Female				
9	Male				
	Female				
10	Male				
	Female				
11	Male				
	Female				
12	Male				
	Female				
SUB TOTAL	Male				%
	Female				%
GRAND TOTAL					%

IIA. PERFORMANCE CRITERIA (continued) – SCHOOL

Name of School	Grades Served

2. Retention/Advancement/Graduation Rates for Children at Risk (s. PI 25.06(1)(a) 3., 4., 5.):

(a) Grade Levels	(b) Gender	(c) Number Enrolled	(d) Number Completed School Year	(e) Number Received Credit Sufficient to Advance to Next Grade Level or Graduate	(f) No. Children at Risk Graduated
K	Male				
	Female				
1	Male				
	Female				
2	Male				
	Female				
3	Male				
	Female				
4	Male				
	Female				
5	Male				
	Female				
6	Male				
	Female				
7	Male				
	Female				
8	Male				
	Female				
9	Male				
	Female				
10	Male				
	Female				
11	Male				
	Female				
12	Male				
	Female				
SUB TOTAL	Male				
	Female				
GRAND TOTAL					
	Percentage Totals ▶		% Completing Sch. Yr.	% Receiving Credit/Graduating	Percent Graduated

IIA. PERFORMANCE CRITERIA (continued) – SCHOOL

Name of School	Grades Served

3. Children at Risk Achievement in Reading and Mathematics (s. PI 25.06 (1) (a) 6.):

(a) Grade Levels	(b) Gender	(c) Number of Children at Risk Enrolled in Program	(d) Aggregate Months Enrolled in Program		(e) Aggregate Months Gain		(f) Standardized Achievement Test Used
			Math	Reading	Math	Reading	
K	Male						
	Female						
1	Male						
	Female						
2	Male						
	Female						
3	Male						
	Female						
4	Male						
	Female						
5	Male						
	Female						
6	Male						
	Female						
7	Male						
	Female						
8	Male						
	Female						
9	Male						
	Female						
10	Male						
	Female						
11	Male						
	Female						
12	Male						
	Female						
SUB TOTAL	Male						
	Female						
GRAND TOTAL							

IB. IDENTIFIED CHILDREN AT RISK ENROLLED IN PROGRAM -- SCHOOL DISTRICT

"Children at risk" means **dropouts,** *pupils who have been* **absent from school** *without acceptable excuses,* **pupils who are parents,** *and pupils who have been* **adjudicated delinquent** *and who are* **also behind in basic skills or credits earned.** *Indicate the number of (1) identified children at risk and (2) enrolled in the district's program (s. PI 25.06 (1) (a) 1.):*

(a) Grade Levels	(b) Gender	(c) One (1) or more years behind in number of credits earned		(d) One (1) or more years behind in reading or mathematics skills		(e) Both (c) and (d)		(f) TOTALS	
		Identified	Enrolled	Identified	Enrolled	Identified	Enrolled	Identified	Enrolled
K	Male								
	Female								
1	Male								
	Female								
2	Male								
	Female								
3	Male								
	Female								
4	Male								
	Female								
5	Male								
	Female								
6	Male								
	Female								
7	Male								
	Female								
8	Male								
	Female								
9	Male								
	Female								
10	Male								
	Female								
11	Male								
	Female								
12	Male								
	Female								
SUB TOTAL	Male								
	Female								
GRAND TOTAL									

IIB. PERFORMANCE CRITERIA – SCHOOL DISTRICT

1. Children at Risk Attendance Rates (s. PI 25.06(1) (a) 2.):

(a) Grade Levels	(b) Gender	(c) No. Enrolled as Children at Risk	(d) Total Days Possible Attendance	(e) Total Days Attended	(f) Percentage Average Daily Attendance
K	Male				
	Female				
1	Male				
	Female				
2	Male				
	Female				
3	Male				
	Female				
4	Male				
	Female				
5	Male				
	Female				
6	Male				
	Female				
7	Male				
	Female				
8	Male				
	Female				
9	Male				
	Female				
10	Male				
	Female				
11	Male				
	Female				
12	Male				
	Female				
SUB TOTAL	Male				
	Female				
GRAND TOTAL					

IIB. PERFORMANCE CRITERIA (continued) – SCHOOL DISTRICT

2. Retention/Advancement/Graduation Rates for Children at Risk (s. PI 25.06(1)(a) 3., 4., 5.):

(a) Grade Levels	(b) Gender	(c) Number Enrolled	(d) Number Completed School Year	(e) Number Received Credit Sufficient to Advance to Next Grade Level or Graduate	(f) No. Children at Risk Graduated
K	Male				
	Female				
1	Male				
	Female				
2	Male				
	Female				
3	Male				
	Female				
4	Male				
	Female				
5	Male				
	Female				
6	Male				
	Female				
7	Male				
	Female				
8	Male				
	Female				
9	Male				
	Female				
10	Male				
	Female				
11	Male				
	Female				
12	Male				
	Female				
SUB TOTAL	Male				
	Female				
GRAND TOTAL					
	Percentage Totals ▶		% Completing Sch. Yr.	% Receiving Credit/Graduating	Percent Graduated

IIB. PERFORMANCE CRITERIA (continued) – SCHOOL DISTRICT

3. Children at Risk Achievement in Reading and Mathematics (s. PI 25.06 (1) (a) 6.):

(a) Grade Levels	(b) Gender	(c) Number of Children at Risk Enrolled in Program	(d) Aggregate Months Enrolled in Program		(e) Aggregate Months Gain		(f) Standardized Achievement Test Used
			Math	Reading	Math	Reading	
K	Male						
	Female						
1	Male						
	Female						
2	Male						
	Female						
3	Male						
	Female						
4	Male						
	Female						
5	Male						
	Female						
6	Male						
	Female						
7	Male						
	Female						
8	Male						
	Female						
9	Male						
	Female						
10	Male						
	Female						
11	Male						
	Female						
12	Male						
	Female						
SUB TOTAL	Male						
	Female						
GRAND TOTAL							

IC. IDENTIFIED CHILDREN AT RISK ENROLLED IN PROGRAM -- CONTRACTED PROGRAM (FIRST CLASS CITY SCHOOL SYSTEM ONLY)

Name of Private, Nonprofit, Nonsectarian Agency

"Children at risk" means **dropouts,** *pupils who have been* **absent from school** *without acceptable excuses,* **pupils who are parents,** *and pupils who have been* **adjudicated delinquent** *and who are* **also behind in basic skills or credits earned.** *Indicate the number of (1) identified children at risk and (2) enrolled in the district's program (s. PI 25.06 (1) (a) 1.) and served under this contract:*

(a) Grade Levels	(b) Gender	(c) One (1) or more years behind in number of credits earned		(d) One (1) or more years behind in reading or mathematics skills		(e) Both (c) and (d)		(f) TOTALS	
		Identified	Enrolled	Identified	Enrolled	Identified	Enrolled	Identified	Enrolled
K	Male								
	Female								
1	Male								
	Female								
2	Male								
	Female								
3	Male								
	Female								
4	Male								
	Female								
5	Male								
	Female								
6	Male								
	Female								
7	Male								
	Female								
8	Male								
	Female								
9	Male								
	Female								
10	Male								
	Female								
11	Male								
	Female								
12	Male								
	Female								
SUB TOTAL	Male								
	Female								
GRAND TOTAL									

IIC. PERFORMANCE CRITERIA – CONTRACTED PROGRAM (FIRST CLASS CITY SCHOOL SYSTEM ONLY)

Name of Private, Nonprofit, Nonsectarian Agency

1. Children at Risk Attendance Rates (s. PI 25.06(1) (a) 2.):

(a) Grade Levels	(b) Gender	(c) No. Enrolled as Children at Risk	(d) Total Days Possible Attendance	(e) Total Days Attended	(f) Percentage Average Daily Attendance
K	Male				
	Female				
1	Male				
	Female				
2	Male				
	Female				
3	Male				
	Female				
4	Male				
	Female				
5	Male				
	Female				
6	Male				
	Female				
7	Male				
	Female				
8	Male				
	Female				
9	Male				
	Female				
10	Male				
	Female				
11	Male				
	Female				
12	Male				
	Female				
SUB TOTAL	Male				
	Female				
GRAND TOTAL					

IIC. PERFORMANCE CRITERIA (continued) – CONTRACTED PROGRAM (FIRST CLASS CITY SCHOOL SYSTEM ONLY)

Name of Private, Nonprofit, Nonsectarian Agency

2. Retention/Advancement/Graduation Rates for Children at Risk (s. PI 25.06(1)(a) 3., 4., 5.):

(a) Grade Levels	(b) Gender	(c) Number Enrolled	(d) Number Completed School Year	(e) Number Received Credit Sufficient to Advance to Next Grade Level or Graduate	(f) No. Children at Risk Graduated
K	Male				
	Female				
1	Male				
	Female				
2	Male				
	Female				
3	Male				
	Female				
4	Male				
	Female				
5	Male				
	Female				
6	Male				
	Female				
7	Male				
	Female				
8	Male				
	Female				
9	Male				
	Female				
10	Male				
	Female				
11	Male				
	Female				
12	Male				
	Female				
SUB TOTAL	Male				
	Female				
GRAND TOTAL					
	Percentage Totals ▶		% Completing Sch. Yr.	% Receiving Credit/Graduating	Percent Graduated

IIC. PERFORMANCE CRITERIA (continued) -- CONTRACTED PROGRAM (FIRST CLASS CITY SCHOOL SYSTEM ONLY)

Name of Private, Nonprofit, Nonsectarian Agency

3. Children at Risk Achievement in Reading and Mathematics (s. PI 25.06 (1) (a) 6.):

(a) Grade Levels	(b) Gender	(c) Number of Children at Risk Enrolled in Program	(d) Aggregate Months Enrolled in Program		(e) Aggregate Months Gain		(f) Standardized Achievement Test Used
			Math	Reading	Math	Reading	
K	Male						
	Female						
1	Male						
	Female						
2	Male						
	Female						
3	Male						
	Female						
4	Male						
	Female						
5	Male						
	Female						
6	Male						
	Female						
7	Male						
	Female						
8	Male						
	Female						
9	Male						
	Female						
10	Male						
	Female						
11	Male						
	Female						
12	Male						
	Female						
SUB TOTAL	Male						
	Female						
GRAND TOTAL							

III. CHILDREN AT RISK PERFORMANCE SUMMARY

Check all that apply

☐ 1. The average daily attendance (ADA) rate for pupils enrolled in the school district's program for children at risk was at least 70% (s. PI 25.06 (2)(a)).

☐ 2. At least 70% of the pupils enrolled in the school district's program for children at risk completed the school year or graduated from high school (s. PI 25.06 (2)(b)).

☐ 3. At least 70% of the pupils enrolled in the school district's program for children at risk as high school seniors graduated from high school (s. PI 25.06 (2)(c)).

☐ 4. At least 70% of the pupils enrolled in the school district's program for children at risk received academic credit sufficient for them to advance to the next grade level or to graduate from high school (s. PI 25.06 (2)(d)).

☐ 5. Pupils enrolled in the program for children at risk showed as a group at least one month of gain in reading and mathematics for each month of instruction as measured by locally determined norm referenced tests (s. PI 25.06 (2)(e)).

FOR DPI USE ONLY

APPROVAL FOR PAYMENT OF ADDITIONAL AID UNDER SECTION 118.153(4)(b)1, STATS.

☐ Staff Review Completed

Date _____

Initials _____

☐ Approved

☐ Disapproved *Reason(s) stated below*

Administrator, Division for Handicapped Children and Pupil Services ▶	Date

D P I

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
CHILDREN AT RISK PROGRAM PLAN
PI-2376

This form is authorized under ss. 121.02(1)(n) and 118.153, Wisconsin Statutes.

INSTRUCTIONS: (1) Review ch. PI 25, Children at Risk Plan and Program Requirements. (2) Complete all sections. (3) School boards required to submit their plans to the department under s. 118.153(2)(b) Stats., send two copies by **July 15, 1986** to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION FOR HANDICAPPED CHILDREN AND PUPIL SERVICES
BUREAU FOR PUPIL SERVICES
125 SOUTH WEBSTER STREET
P.O. BOX 7841
MADISON, WI 53707

(4) All other school boards should keep this plan on file in their school districts.

School Year
1986-87

District Name		School Code
Children at Risk Program Coordinator	**Title**	**Telephone** *Area/No.*
Address *Street, City, State, ZIP*		

I. ASSURANCES

The school board assures the following (check each):

☐ 1. This plan meets the requirements of s. 118.153, Stats., and Chapter PI 25.

☐ 2. All work experience and other similar programs and activities taking place outside the school for which pupils receive academic credit under the program for children at risk will be supervised by departmentally licensed teachers or other licensed school personnel (s. PI 25.04 (2)).

☐ 3. Records and financial accounts will be maintained to document any information that may be required by the department to determine compliance with applicable statutory and rule requirements (s.PI 25.06 (1) (b) to (d) and s.PI 25.06 (3)).

I HEREBY CERTIFY that the information provided herein is true and correct to the best of my knowledge.

Signature of School Board Clerk	Date Signed
Signature of School District Administrator	**Date Signed**

II. DESCRIPTION OF IDENTIFICATION PROCEDURES

Briefly describe how children at risk are identified and enrolled in the school district's program for children at risk (Use additional sheet if necessary) (ss. PI 25.03 (1) (a), 25.04(4)(5)(6)):

III. ESTIMATED NUMBER OF CHILDREN AT RISK

Provide in this section the number of children at risk you estimate will be enrolled in the school district during the 1986-87 school year. *"Children at risk" means* **dropouts*** *, pupils who have been* **absent from school** *without acceptable excuses,* **pupils who are parents,** *and pupils who have been* **adjudicated delinquent** *and who are also* **behind in basic skills or credits earned.** *Indicate number of identified children at risk in your school district.*

(a) Grade Levels	(b) One (1) or more years behind in no. of credits	(c) One (1) or more years behind in reading or mathematics skills	(d) Both (b) and (c)	(e) TOTALS
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
TOTAL				

**Dropout (for purposes of the children at risk program) means a child who ceased to attend school, continues to reside in the school district, does not attend a public, private or vocational, technical and adult education district school or home-based private educational program on a full-time basis, has not graduated from high school and does not have an acceptable excuse under s. 118.15(1)(b) to (d) or (3), Stats. [s. 118.153(1)(b), Stats.]*

IV. PLAN OF SERVICE FOR CHILDREN AT RISK

For subsections 1 through 10 attach written narrative addressing each subsection with numbers and headings clearly indicated. In this section, describe how the needs of identified children at risk in the school district will be met through each of the following:

1. Curriculum modifications (s. PI 25.03 (1) (b) 1.)
2. Alternative programs suited to meet pupil learning needs and earn academic credit (s. PI 25.03 (1) (b) 1.)
3. Remedial instruction (s. PI 25.03 (1) (b) 2.)
4. Parental involvement (s. PI 25.03 (1) (b) 3.)
5. Pupil support services (s. PI 25.03 (1) (b) 4.)
6. Identification and use of community support service providers (s. PI 25.03 (1) (b) 5.)
7. Preparation for work including career exploration, employability skills and occupational skills (s. PI 25.03 (1) (b) 6.)
8. Other approaches and services which have demonstrated success in meeting the needs of children at risk (s. PI 25.03 (1) (b) 7.)
9. Coordination between existing programs, resources, and services in the district and community (s.PI 25.03 (1) (c)). *Briefly describe each of the existing programs, resources and services.*
10. Annual evaluation of the effectiveness of each program or service provided to children at risk (s. PI 25.03(1)(d)).

USE SEPARATE SHEETS FOR NARRATIVE AND ATTACH TO PROGRAM PLAN TOGETHER WITH ANY LOCALLY DEVELOPED PROGRAM MANAGEMENT FORMS

V. DESCRIPTION OF REPORTING PROCEDURES

For subsections 1 through 6, attach written narrative addressing each subsection with numbers and headings clearly indicated. In this section describe school district procedures for determining and reporting the following for pupils enrolled in the school district's program for children at risk:

1. Pupil enrollment in the program (s.PI 25.06 (1) (a) 1.)
2. Pupil attendance (s. PI 25.06 (1) (a) 2.)
3. Pupil retention (s. PI 25.06 (1) (a) 3.)
4. Graduation rates (s. PI 25.06 (1) (a) 4.)
5. Pupils receiving academic credit sufficient to advance to next grade level or to graduate (s. PI 25.06 (1) (a) 5.)
6. Pupil progress in reading and mathematics skills (s. PI 25.06 (1) (a) 6.)

USE SEPARATE SHEETS FOR NARRATIVE AND ATTACH TO PROGRAM PLAN TOGETHER WITH ANY LOCALLY DEVELOPED PROGRAM MANAGEMENT FORMS

VI. ADDITIONAL PROVISIONS APPLICABLE TO FIRST CLASS CITY SCHOOL SYSTEMS

1. Additional assurances. The school board further assures that *(check each)*:

☐ 1.1 All instruction and pupil support services provided in contracted programs for children at risk under s. 118.153 (3) (c) 2., Stats., will be provided in accordance with s. PI. 25.05 (1) (b).

☐ 1.2 Each contracting agency serving children at risk under s. 118.153 (3) (c) will be paid at least 80 percent of the school district's average per pupil cost for each full time equivalent pupil participating in the contracted program (s. PI. 25.05 (1) (c)).

☐ 1.3 Each program for children at risk provided under s. 118.153 (3) (c), Stats., will meet all requirements of s. PI 25.05.

☐ 1.4 Beginning September 1, 1988, pupils served under s. 118.153 (3) (c), Stats., and s. PI 25.05 will not be counted in meeting the program for children at risk requirements under s. PI 25.06 (2) unless the pupils meet the state's high school graduation standards under s. 118.33, Stats.

2. For subsections 2.1 through 2.3 attach written narrative addressing each subsection with numbers and headings clearly indicated. In this section, describe how contracted programs for children at risk as authorized under s. 118.153 (3) (c), Stats., will be operated:

2.1 Procedures and criteria to determine appropriate private, nonprofit, nonsectarian agencies located in the school district (s. PI 25.05 (1) (a)).

2.2 Procedures to be followed with each contracting agency as required under s. PI 25.05 (1) (d).

2.3 Procedures to be followed for communication and cooperation with contracting agencies in meeting the needs of pupils served under the contracts (s. PI 25.05 (2)).

USE SEPARATE SHEETS FOR NARRATIVE AND ATTACH TO PROGRAM PLAN TOGETHER WITH ANY LOCALLY DEVELOPED PROGRAM MANAGEMENT FORMS

FOR DPI USE ONLY

APPROVAL OF THE PROGRAM FOR CHILDREN AT RISK PLAN UNDER SECTION 118.153(2)(b), STATS.

☐ Staff Review Completed
Date _____ Initials _____

☐ Approved
☐ Provisionally Approved *Reason(s) stated below*
☐ Disapproved *Reason(s) stated below*

Administrator, Division for Handicapped Children and Pupil Services	Date
▶	

Department of Public Instruction Survey

The Wisconsin Children At Risk survey was designed to establish important baseline information on the quantity and types of programs or activities serving children at risk in Wisconsin school districts.

Survey procedures included:

1. An announcement of the study by the state superintendent to Wisconsin's 432 district administrators (see page 174).
2. A request by the state superintendent that district administrators designate a staff person with children at risk responsibilities to complete and return the survey (see page 174).
3. Instructions to the designee on survey completion (see page 175).

The survey instrument (see pages 176-180) was constructed around program components and policy factors that impact on services to children at risk. The final page of the survey requested titles and descriptions of existing programs currently operating in local districts. This information has been included in the Annotated Bibliography.

The instrument was field tested with a select group of school officials, parents, and community leaders. The survey instrument and procedures were reviewed by survey research specialists from the UW-Madison Survey Research Laboratory (SRL). The Department of Public Instruction also contracted with SRL to conduct a survey of all school districts which was done in the winter of 1985.

Survey responses reflected the designee's or other school staff member's perceptions of programs and activities serving children at risk. School districts also indicated how various factors inhibited these efforts.

More than 87 percent of Wisconsin's 432 districts responded to the survey. Initial findings are presented in the following pages. Reports of further comparative analysis of these data will follow in a DPI monograph which will be distributed to school districts.

Summary of the At-Risk Survey

All Districts

Percentage is based on 376 of the state's 432 school districts participating in the survey.

Item	Number of Districts Providing	Percentage of Districts Providing
Remedial instruction (grades 4-12) in mathematics	292	78
Remedial instruction (grades 4-12) in reading	345	92
Modified instructional techniques emphasizing individual instruction	330	88
Comprehensive vocational education programming	247	66
Comprehensive pupil services program(s) which coordinate(s) the efforts of school counselors, psychologists, social workers, nurses, and classroom teachers	310	82
Systematic procedures for communication between school staff and parents	364	97
Education programs for parents of children at risk	73	19
Joint school/business partnership program(s) serving children at risk	148	39
Planning and evaluation systems to ensure that educational progress/regression of children at risk is monitored and documented	236	63
A districtwide developmental guidance program	275	73
A home-call system to wake children and tell them it is time to go to school	23	6
A school/community sponsored pick-up-a-truant/absent pupil program	21	6
A staff-supervised in-school detention to make up work missed due to truancy	247	66

Item	Number of Districts Providing	Percentage of Districts Providing
Chapter 1 Basic Grants	354	94
Chapter 2 program(s)	327	87
Four-year-old kindergarten	35	9
Job placement program(s)	176	47
Perkins Vocational Education Act program(s)	146	39
Job Training Partnership Act program(s)	274	73
Work Experience program(s)	214	57
Youth Initiative program(s)	36	10
School-Age Parent program(s)	164	44
County 51.42/.437 Board program(s)	106	28
Positive Youth Development program(s)	44	12
Community-based Career Education program(s)	78	21
Alcohol and Drug Abuse program(s)	326	87
Headstart program(s)	119	32
Bilingual program(s)	36	10
Child Protective Behavior program(s)	180	48
Sex/Race Equity program(s)	140	37
Alternative High School	48	13
Suicide Prevention program(s)	129	34
Student Assistance Program(s)	180	48
Cooperative programs with community agencies	196	52
Cooperative programs with postsecondary institutions (Voc. Tech., and UW-System)	211	56

Survey Summary (continued)

Item	Number of Districts Providing	Percentage of Districts Providing
A school/community/business children at risk advisory committee to plan and recommend programs for children at risk	38	10
A school/community/business children at risk policymaking committee to develop and manage local programs for children at risk	19	5
A pupil accounting system to monitor attendance and inform parents daily about truancies and absences	324	86
A board-approved district attendance policy	356	95
Technical assistance from DPI in training school personnel, developing model programs, and providing materials and curriculums	156	41
State and federal grant(s) to your district to develop truancy and dropout prevention programs	60	16
A designated school attendance officer in your district.	313	83
Local staff development programs to enable school staff to work more effectively with children at risk	152	40
Systematic enforcement of school attendance policies	352	94
Local law enforcement cooperation in dealing with truants and their parents	291	77
Local media attention that supports school attendance policies	152	40
A local Chamber of Commerce Education Committee	45	12
Adequate health and social service programs to deal with the nonschool causes of children at risk	246	65
Community education awareness programs to generate support for the importance of school attendance and achievement	119	32
A districtwide curriculum planning committee	299	80
School/community-sponsored programs for parents of children at risk	47	13
A designated children at risk district leader responsible for coordinating children at risk programs	171	45

Inhibiting Factors

All districts

Districts ranked factors which are inhibiting their efforts to help at-risk children using a scale from one to six. One indicated districts saw minimal problems and six indicated districts saw this condition causing major problems in their efforts to help children at risk.

Item	Percentage of districts reporting*						
	Low degree ← → High degree						No response
	1	2	3	4	5	6	
Insufficient assessment and evaluation tools for early and accurate identification of children at risk	21.0	27.9	19.4	15.4	10.1	4.8	1.3
Ineffective truancy enforcement laws	12.5	12.2	7.7	11.7	22.3	33.0	0.5
Ineffective prosecution of truants and parents	7.5	8.5	9.0	9.0	24.2	41.0	0.8
Insufficient funding available to hire additional administrators, teachers, and/or aides to work with children at risk	5.9	5.3	8.0	10.6	26.6	43.1	0.5
Difficulties related to establishing school/family linkages	8.2	13.3	19.7	23.9	25.8	8.5	0.5
Low teacher expectations of children at risk	13.0	20.7	20.7	25.3	17.0	2.4	0.8
Low parental expectations of children at risk	5.1	5.3	12.0	26.3	34.3	16.5	0.5
Unstable family situations among children at risk	1.6	0.8	3.5	8.0	36.0	50.0	0.3
Lack of parental interest or support for school efforts regarding children at risk	3.2	2.4	8.0	18.9	34.0	33.2	0.3
Lack of support from local law enforcement	22.6	30.9	15.2	15.4	9.0	5.6	1.3
Lack of curriculum options for children at risk	9.8	21.0	17.0	22.6	18.9	10.4	0.3
Inappropriate instructional techniques for children at risk considering their level of interest/ability	7.5	18.1	20.5	27.7	18.6	7.2	0.5
Lack of systematic coordination among school/community/business/industry programs and resources	9.6	15.7	17.3	22.6	22.6	10.9	1.3
Lack of cooperation with health and social services providers	17.8	22.9	19.4	17.3	14.9	6.7	1.1
Teacher "burn-out" from working with children at risk	18.6	24.5	16.2	15.4	8.5	1.3	15.4

**Percentage is based on 376 of the state's 432 school districts participating in the survey.*

THE STATE OF WISCONSIN • DEPARTMENT OF PUBLIC INSTRUCTION
125 South Webster Street • Box 7841 • Madison, Wisconsin 53707

Herbert J. Grover, State Superintendent / B. Dean Bowles, Deputy State Superintendent

December 5, 1985

Dear Administrator:

As you know, the 1985-87 biennial budget bill, 1985 Wisconsin Act 29, includes a "Children At Risk" School Standard (121.02(1)(n)) and Statute (118.153). The new legislation requires that by August 15, 1986, each school district have in place a plan to serve such children.

We are aware that many school districts have already developed various programs to serve children whose progress through and graduation from school may become "at-risk." In an effort to more effectively implement this legislation, I thought it best to collect information about these programs. Toward that end, we have developed and are coordinating a survey in cooperation with the University of Wisconsin-Madison Survey Research Laboratory.

Enclosed is a Children At Risk Program/Activity survey form. Would you please assist us in this effort by asking your staff designee with responsibilities for Children At Risk planning and programming to complete this survey form. You are also asked to complete and return the postcard identifying your district's designee for this study to the Survey Research Laboratory.

Completing this survey is a significant part of our work to cooperatively implement this new legislation. Information collected will enable department staff to publish in Spring 1986, a Children At Risk program planning guide and an annotated bibliography of successful Children At Risk programs currently operating in Wisconsin schools. This information will be available to you and interested members of your district through a series of regional workshops we are planning to assist you in development of your Children At Risk plans.

Thank you for your assistance. If you have questions or concerns about survey procedures, please call Dennis Van Den Heuvel, consultant, Children At Risk Program at (608) 266-1723.

Sincerely,

Herbert J. Grover
State Superintendent

ML1

Enclosures

cc: Dennis Van Den Heuvel, Consultant
Children At Risk Program

THE STATE OF WISCONSIN • DEPARTMENT OF PUBLIC INSTRUCTION
125 South Webster Street • Box 7841 • Madison, Wisconsin 53707

Herbert J. Grover, State Superintendent / B. Dean Bowles, Deputy State Superintendent

DATE: December 6, 1985

TO: The District Children At Risk Program Designee

FROM: State Superintendent Herbert J. Grover

RE: Wisconsin Children At Risk Survey

As you may already be aware, the 1985 Wisconsin Legislature passed new legislation directed at programs for Children At Risk. Under s. 121.02(1)(n) and s. 118.153, all school districts are required to have a plan in place by August 15, 1986, to serve such children's educational needs. Your school district administrator has identified you as having primary responsibility for your district's Children At Risk plan.

I know that many Wisconsin school districts have already undertaken ambitious, creative programs for various children at risk populations. In an effort to more effectively implement this legislation and provide the necessary technical assistance, I have instructed department staff to collect information about local school/community programs currently serving educationally at-risk children. Your completion of the attached survey will enable us to collect, publish and disseminate by Spring 1986, an annotated bibliography of successful programs and services currently serving the needs of Wisconsin's children at risk.

To insure quality control in conducting this survey, the department has contracted with the UW-Madison Survey Research Laboratory (SRL). Please complete the survey form and return it to the SRL in the envelope provided by January 10, 1986. The survey has no qualitative components. Thus, it is not intended nor can it be used to evaluate programs provided in your district.

For purposes of this survey, "children at risk" means dropouts and other pupils (K-12) whose school achievement, progress toward graduation, or preparation for employment are in serious jeopardy (potential dropouts) due to one or more of the following:

- one or more years behind their grade level group in reading or mathematic basic skills achievement (K-8)
- three or more credits behind their age/grade level in credits earned for graduation (9-12)
- chronic truancy
- school age parent
- adjudicated delinquent
- personal and/or family drug/alcohol abuse
- family trauma, such as death, divorce, violence, separation, or unemployment
- physical, sexual, or emotional abuse
- ethnically, economically, or culturally disadvantaged

Thank you for your time and cooperation in this survey. If you have question or concerns about the survey or procedures, please call Dennis Van Den Heuvel, consultant, Children At Risk Program (608) 266-1723.

Attachment

D P I Wisconsin Department of Public Instruction
CHILDREN AT RISK SURVEY
PI-Q85-16

Collection of this information is a prelude to implementation of s. 118.53.

INSTRUCTIONS: Complete and return by **JANUARY 10, 1986** to:
UNIVERSITY OF WISCONSIN–EXTENSION
ATTENTION: SURVEY RESEARCH LABORATORY
432 NORTH LAKE STREET
MADISON, WISCONSIN 53791-9942

☐ *Check if you desire a copy of survey results.*

District Name	Address	
Contact Person for Children at Risk Programs	Title	Telephone *Area/No.*
Address of Contact Person *If different than district address*		District/School Code

1. The following are programs and approaches used in meeting the educational, social, and career needs of children at risk. Please indicate whether the approach/program exists in your district/community. If it **EXISTS (Y)**, indicate the **current** and **desired** degree of emphasis. If it **DOES NOT EXIST (N)**, indicate only the **desired** degree of emphasis.

Item	Exists		Current Emphasis *Circle One*						Desired Emphasis *Circle One*					
	Y	N	Low					High	Low					High
a. Remedial instruction (grades 4–12) in mathematics.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
b. Remedial instruction (grades 4–12) in reading.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
c. Modified instructional techniques emphasizing individual instruction.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
d. Comprehensive vocational education programming.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
e. Comprehensive pupil services program(s) which co-ordinate(s) the efforts of school counselors, psychologists, social workers, nurses, and classroom teachers.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
f. Systematic procedures for communication between school staff and parents.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
g. Education programs for parents of children at risk.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
h. Joint school/business partnership program(s) serving children at risk.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
i. Planning and evaluation systems to ensure that educational progress/regression of children at risk is monitored and documented.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
j. A districtwide developmental guidance program.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
k. A home–call system to wake children and tell them it is time to go to school.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
l. A school/community sponsored pick–up–a–truant/absent pupil program.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
m. A staff supervised in–school detention to make up work missed due to truancy.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6

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Item	Exists		Current Emphasis						Desired Emphasis					
	Y	N	Low	*Circle One*				High	Low	*Circle One*				High
OTHERS – SPECIFY														
n. _____	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
o. _____	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
p. _____	Y	N	1	2	3	4	5	6	1	2	3	4	5	6

2. The following is a partial listing of federal, state, and local programs used by schools, communities and businesses to serve children at risk (preschool – 12th grade). Please indicate whether or not each program exists in your district/community. If it **EXISTS (Y)**, indicate the **current** and **desired** degree of emphasis. If it **DOES NOT EXIST (N)**, indicate only the **desired** degree of emphasis.

Item	Exists		Current Emphasis						Desired Emphasis					
	Y	N	Low	*Circle One*				High	Low	*Circle One*				High
a. Chapter 1 Basic Grants	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
b. Chapter 2 Program(s)	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
c. Four year old kindergarten	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
d. Job placement program(s)	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
e. Perkins Vocational Education Act Program(s)	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
f. Job Training Partnership Act Program(s)	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
g. Work Experience Program(s)	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
h. Youth Initiative Program(s)	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
i. School–Age Parent Program(s)	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
j. County 51.42/.437 Board Program(s)	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
k. Positive Youth Development Program(s)	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
l. Community–based Career Education Program	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
m. Alcohol and Drug Abuse Program(s)	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
n. Headstart Program(s)	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
o. Bilingual Program(s)	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
p. Child Protective Behavior Program(s)	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
q. Sex/Race Equity Program(s)	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
r. Alternative High School	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
s. Suicide Prevention Program	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
t. Student Assistance Program(s) (SAPs)	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
u. Cooperative programs with community agencies	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
v. Cooperative programs with post–secondary institutions (Voc. Tech., and UW–Systems)	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
Others – Specify														
w. _____	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
x. _____	Y	N	1	2	3	4	5	6	1	2	3	4	5	6

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3. The following are organizational and management factors relating to the educational, social, and career needs of children at risk. Please indicate whether or not each program exists in your district/community. If it **EXISTS (Y)**, indicate the **current** and **desired** degree of emphasis. If it **DOES NOT EXIST (N)**, indicate only the **desired** degree of emphasis.

Item	Exists		Current Emphasis						Desired Emphasis					
	Y	N	Low		*Circle One*			High	Low		*Circle One*			High
a. A school/community/business children at risk **advisory committee** to plan and to recommend programs for children at risk.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
b. A school/community/business children at risk **policy-making** committee to develop and manage local programs for children at risk.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
c. A pupil accounting system to monitor attendance and inform parents daily about truancies and absences.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
d. A board approved district attendance policy.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
e. Technical assistance from DPI in training school personnel, developing model programs, and providing materials and curricula.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
f. State and federal grant(s) to your district to develop truancy and dropout prevention programs.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
g. A **designated** school attendance officer in your district.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
h. Local staff development programs to enable school staff to work more effectively with children at risk.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
i. Systematic enforcement of school attendance policies.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
j. Local law enforcement cooperation in dealing with truants and their parents.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
k. Local media attention which supports school attendance policies.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
l. A local Chamber of Commerce Education Committee.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
m. Adequate health and social service programs to deal with the nonschool causes of children at risk.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
n. Community education awareness programs to generate support for the importance of school attendance and achievement.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
o. A districtwide curriculum planning committee.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
p. School/Community sponsored programs for parents of children at risk.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
q. A **designated** children at risk district leader responsible for coordinating children at risk programs.	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
Others – Specify														
r. _____	Y	N	1	2	3	4	5	6	1	2	3	4	5	6
s. _____	Y	N	1	2	3	4	5	6	1	2	3	4	5	6

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4. **INHIBITING FACTORS:** Meeting the needs of children at risk is a complex and difficult task. Often school districts must overcome obstacles and inhibiting factors in accomplishing this task. Indicate to what degree the following obstacles and inhibiting factors limit your school's effectiveness in meeting the needs of children at risk.

Item	Low Degree		*Circle* One			High Degree
a. Insufficient assessment and evaluation tools for early and accurate identification of children at risk.	1	2	3	4	5	6
b. Ineffective truancy enforcement laws.	1	2	3	4	5	6
c. Ineffective prosecution of truants and parents.	1	2	3	4	5	6
d. Insufficient funding available to hire additional administrators, teachers and/or aides to work with children at risk.	1	2	3	4	5	6
e. Difficulties related to establishing school/family linkages.	1	2	3	4	5	6
f. Low teacher expectations of children at risk.	1	2	3	4	5	6
g. Low parental expectations of children at risk.	1	2	3	4	5	6
h. Unstable family situations among children at risk.	1	2	3	4	5	6
i. Lack of parental interest or support for school efforts regarding children at risk.	1	2	3	4	5	6
j. Lack of support from local law enforcement.	1	2	3	4	5	6
k. Lack of curriculum options for children at risk.	1	2	3	4	5	6
l. Inappropriate instructional techniques for children at risk considering their level of interest/ability.	1	2	3	4	5	6
m. Lack of systematic coordination among school/community/business/industry programs and resources.	1	2	3	4	5	6
n. Lack of cooperation with health and social services providers.	1	2	3	4	5	6
o. Teacher "burn-out" from working in children at risk.						
Others – Specify	1	2	3	4	5	6
p. _____	1	2	3	4	5	6
q. _____						

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5. PROGRAMS THAT WORK

Many school districts have developed successful programs which improve the school attendance and achievement of children at risk. Please list such programs operating in your district which you are willing to share with other districts. Programs will become part of an annotated bibliography available to all school districts. The following program information will prove useful in developing a bibliography of workable programs: ***Use additional sheets if necessary.*** Please submit any available literature about your program(s) with the completed questionnaire.

Title and Description of Program

Contact Person		Telephone *Area/No.*
Type of Children at Risk Served	No. Served	Estimated Annual Cost $

Title and Description of Program

Contact Person		Telephone *Area/No.*
Type of Children at Risk Served	No. Served	Estimated Annual Cost $

Title and Description of Program

Contact Person		Telephone *Area/No.*
Type of Children at Risk Served	No. Served	Estimated Annual Cost $

Comments:

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This space is provided for your own contact people and local resources.

Agency	*Contact Person/Telephone*	*Address*